

**HEAD TEACHERS LEADERSHIP STYLES AND TEACHERS PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN BUNYA SOUTH COUNTY IN MAYUGE
DISTRICT EASTERN UGANDA**

BASHIR ISABIRYE

RM22M06/005

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION IN ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN
UNIVERSITY**

March, 2025



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I hereby declare that this dissertation is my original work and has never been submitted to any Academic Institution for any academic award.

Signature..

A handwritten signature in blue ink, appearing to read 'Bashir Isabirye', is written over a rectangular area that has been redacted with a grey box.

Date: 14 March 2025

BASHIR ISABIRYE

APPROVAL

I certify that this dissertation titled: “Head teachers’ leadership styles and teachers’ performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda,” was written and submitted for examination under my supervision.

Supervisor’s Signature:.

A handwritten signature in blue ink, appearing to read "Remigio", is written over a faint rectangular stamp.

Date: 15/03/2025

DR. REMIGIO TURAHABWE.

DEDICATION

I dedicate this dissertation to my beloved wife, Nabirye Sylvia for the encouragement, love, prayers and even missing me during the time of studies, May the Almighty Allah reward her abundantly.

ACKNOWLEDGEMENTS

I thank the almighty Allah for the life and wisdom granted to me in the due course of organizing this proposal.

I also cast a vote of thanks towards my supervisor and lecturer, Dr. Remigio Turyahabwe for his professional and fatherly guidance in this research dissertation. I am indebted to all my lecturers at Uganda Christian University- Mukono who worked hard to mentor me in the struggle of pursuing my master's degree.

I also appreciate the administrators, Staff members in the Education department for the advice in this study.

I also thank my dear wife Sylvia Nabirye who humbles me by her tolerance, tireless financial support and lonely management of home affairs during my absence due to studies. I also appreciate my brethren for parental advice and prayers.

In the same vein, I am grateful for the technical advice and encouragement rendered to me by my best friend who is also a head teacher of Itanda secondary school, Mr. Kakaire Godfrey plus all the staff members not forgetting my child, Babirye Shalifa.

Finally, I would like to extend my appreciation to my colleagues, the masters' candidates at UCU. The discussions we had, the jokes we made, and other technological support since our course is purely online, made my studies easy and offered me a platform for the success.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	viii
LIST OF TABLES.....	ix
LIST OF ACRONYMS AND ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1Background to the Study.....	1
1.1.1 Historical Background.....	2
1.1.2 Theoretical Background.....	14
1.1.3 Conceptual Background	15
1.1.4 Contextual Background	16
1.2 Statement of the problem	19
1.3 Purpose of the study.....	20
1.4 Objectives of the study	20
1.5 Research questions.....	21
1.6 Scope of the study	21
1.6.1 Content Scope of the Study..	21
1.6.2 Geographical scope.....	22
1.6.3 Time scope.....	22
1.7 Justification of the study	22
1.8 Significance of the study.....	23
1.9 Conceptual framework	23
CHAPTER TWO: LITERATURE REVIEW	26
2.0 Introduction.....	26
2.1 Autocratic leadership style and teachers’ performance.	26
2.2 Democratic Leadership Style and Teachers’ Performance.	32
2.3 Servant Leadership style and teachers’ performance.	35
CHAPTER THREE: METHODOLOGY..	44

3.0 Introduction	44
3.1 The Research Design	44
3.2 Area of study	44
3.3 Information sources	45
3.3.1 Primary Sources	45
3.4 Population, sample size and Sampling techniques	45
3.4.1 Population and sample size..	45
3.4.2 Sampling Techniques..	46
3.5 Data collection Methods and tools	47
3.5.1 Interview Guide	47
3.5.2 The Questionnaire	47
3.6 Variables and Indicators	48
3.6.1 Variables	48
3.6.2 Indicators	48
3.7 Measurement levels	48
3.8 Quality/error control	49
3.8.1 Validity	49
3.8.2 Reliability	50
3.9 Procedure of Data Collection	51
3.10 Data Analysis and Interpretation	52
3.11 Ethical considerations and Approvals	52
3.12 Inclusion and exclusion criteria	53
3.12.1 Inclusion	53
3.12.2 Exclusion	54
3.13 Methodological constraints	54
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	56
4.0 Introduction	56
4.1 Response Rate	56
4.2 Demographic Characteristics of Respondents	57
4.2.1 Respondents by Gender	57
4.2.2 Respondents by Age Group	58
4.2.3 Level of Education of Respondents	59
4.2.4 Length of service of Respondents	60

4.3 Analysis of the Influence of headteachers’ leadership styles on teachers’ performance in selected secondary schools in Bunya South County.	61
4.3.1 The Impact of Autocratic leadership style on teachers’ performance.....	62
4.3.2 The Effect of Democratic leadership style on teachers’ performance	70
4.3.3 The Influence of Servant Leadership style on teachers’ performance.....	80
4.3.4 Teachers’ performance in selected secondary schools..	89
4.4 Correlation Analysis.....	92
CHAPTER FIVE: DISCUSSION OF FINDINGS	96
5.0 Introduction.....	96
5.1 Discussion of Study Findings	96
5.1.1 The Impact of autocratic leadership style on teachers’ performance..	96
5.1.2 The Effect of Democratic Leadership Style on teachers’ performance.....	98
5.1.3 The influence of servant leadership style on teachers’ performance..	102
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	106
6.0 Introduction.....	106
6.1 Conclusions.....	106
6.2 Recommendations.....	107
6.3 Areas for Further Study	109
REFERENCES	110
APPENDICES.....	119
APPENDIX A: Table for Determining Sample Size for a Finite Population..	119
APPENDIX B: INFORMED CONSENT FORM (Individual Interviews).....	120
APPENDIX C: INFORMED CONSENT FORM (Questionnaire).	123
APPENDIX D: QUESTIONNAIRE (Teachers)	126
APPENDIX E: INDIVIDUAL INTERVIEW GUIDE.....	131
APPENDIX F: FOCUS GROUP DISCUSSION.....	132
APPENDIX G: INTRODUCTORY LETTER..	133

LIST OF FIGURES

Fig1.1 Conceptual framework.....	24
Fig 4.1 Pie-chart showing Respondents by Gender	58
Fig 4.2 Bar graph showing respondents by age groups	59
Fig 4.3 Pie chart showing respondents by level of education	60
Fig 4.4 Bar Graph showing number of Respondents by length of service.....	61

LIST OF TABLES

Table 3. 1 A proposed summary of the sample size and sampling techniques.....	46
Table 3.1: Instrument Reliability.....	51
Table 4. 1 Response Rate.....	56
Table 4. 2 Descriptive Statistics on Autocratic leadership and teachers' Performance.	63
Table 4. 3 Descriptive Statistics on Democratic leadership and teachers' Performance	71
Table 4. 4 Descriptive Statistics on Servant leadership and teachers' Performance.....	81
Table 4.5: Results on the teachers' performance in selected secondary school.....	89
Table 4.6: Correlation analysis.....	93
Table 4.7: Model summary.....	91
Table 4.8: Coefficients table.....	95

LIST OF ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
CBC	Competence Based Curriculum
CFI	Corporate Finance Institute
DIS	District Inspector of Schools
ETUCE	European Trade Union Committee for Education
ESC	Education Service Commission
HR	Human Resource
HRone	Human Resource One
HTR	Head teacher
LET	Licensure Examination for Teachers
MDLG	Mayuge District Local Government
MoES	Ministry of Education and Sports
NPHC	National Population and Housing Census
PTA	Parents' Teachers' Association
TRS	Teachers
UCU	Uganda Christian University
UBOS	Uganda Bureau of Statistics
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Education Scientific Cultural Organization
UNSER	Uganda National Schools Electronic Registry
USE	Universal Secondary Education
UPE	Universal Primary Education
SPSS	Statistical Package for Social Sciences
TSC	Teacher Service Commission
WBL	Work-Based Learning

ABSTRACT

The study examined the influence of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District. The study sought to: assess the impact of autocratic leadership style on teachers' performance; ascertain the effect of democratic leadership style on teachers' performance, and to evaluate the influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District. The study employed cross sectional study design that employed both qualitative and quantitative approaches. The study employed both simple random and purposive sampling techniques to sample a total of 124 respondents from the ten selected secondary schools in Bunya South County in Mayuge District. Data was collected using questionnaires, interviews and focus group discussions. Descriptive statistics were used to analyse data which involved the use of frequencies, means and standard deviations. The major study findings were; autocratic leadership style has an impact on teachers' performance as this was indicated by average (mean=4.15, S.Dev=.882); democratic leadership style has a positive effect on teachers' performance as indicated by the average (mean =4.22, S.Dev=.830), and that servant leadership has influence on teachers' performance as shown by the average (mean =3.98, S.Dev=.807). The study concluded that authority in schools has a bigger impact on teachers' performance, therefore it should be given attention, democracy is paramount in schools for teachers to perform better and that servant leadership is crucial in improving teachers' performance in secondary schools in Bunya South County in Mayuge District. The study recommended that; head-teachers should adopt new ideas, learn to motivate staff and work towards achieving set school goals, government should regularly engage head teachers and teachers whenever new ideas/programs arise for betterment of teachers' performance and that the government together with the relevant educational stakeholders should encourage and train head teachers to become servant leaders so that they can implement all qualities of a servant leader for effective and conducive teaching/learning environment hence enhancing teachers' performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The research aimed at establishing the influence of head-teachers' leadership styles on teachers' performance in selected secondary schools. This chapter includes; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, justification, significance of the study, and conceptual framework.

According to Mahadevan (2022), leadership is powerful enabler and mandatory in educational institutions. Administrators need to employ appropriate leadership styles to manage teachers' performance in contemporary world (Calles et al. 2019; Gitonga, 2022). Leadership styles have a direct cause and effect relationship on teachers' performance (Powell and Beard, 2018). Therefore, for schools to prosper there must be effective performance that can be mirrored by good grades (Ahmed et al. 2020). Catid (2022) asserts that it is the role and responsibility of the administrators to see that the school runs smoothly through effective teachers' performance that makes students attain the best service delivery. According to Obilor (2020), the primary responsibility of a head teacher is to enhance learning environment favorable to teachers' ability to effect desired outcomes in terms of students' effective learning through employing appropriate leadership styles. Leadership at school level is required to perform multi-dimensional roles to achieve the set goal (Lopez and Ensari, 2020).

1.1 Background to the Study

Educational institutions are critical centers where people acquire knowledge. Educating a nation remains the most vital strategy for the development of the society (Aikman and Unterhalter, 2015; Bansal, 2020). School leaders have a responsibility to develop these institutions. In the same vein, head teachers in educational institutions bear the same responsibilities as leaders in other organizations, so they need to be critical and mindful about teachers' wellbeing in

the school (Wilde, 2023). Subsequently, Romila (2024) argues that school performance is dependent on the quality of leadership and leadership styles employed by the head teachers to instruct teachers to perform. Continuous development training of teachers and head teachers is mandatory as it is recommended by several previous studies (Ahmed et al. 2020; Murtaza, 2022; Nasiru, 2015). This helps to achieve teachers' good performance such as attending regularly, following the time table, scheming, managing time and effective teaching that is beneficial to learners and the school community at large. Handling such situation needs an effective leadership style that strictly supervises the syllabus coverage (Romila, 2024).

A school with consistent good performance tends to have sound and efficient leadership (Eshwan as cited by Nyagaki, 2023). Head teachers who always make their attitudes clear to the staff members, realize standards of performance because they often allow staff members to know what is expected of them at any material time in schools to effectively participate in teaching, guiding and counseling learners and make reports to the head teachers (Odongo and Nyagaki, 2023). This is also supported by Ogoti et al. (2015), who emphasize that head teachers who have clear, positive attitudes and use participatory leadership styles that encourage delegation, collaboration and empowerment realize good performance in schools because teachers obtain experience, skills for leadership, allowances and exposure that encourage them to perform.

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

1.1.1 Historical background

According to Odongo and Raburu (2016), the successes and failures of any organization or system greatly depend on its human resource thus staffing and administration world over. Additionally, it is the role and responsibility of the administrators to apply appropriate leadership styles such as democratic, servant and

autocratic for the purpose of strict supervision of school resources, attending regularly to learners, teaching and involvement in decision making that make the school to run smoothly through effective teachers' performance which allows the students to attain the best service delivery in terms of academic performance (Catid, 2022). Similarly, Juntahan (2020) asserts that Philippine's Act No.6713 requires any educator to set a good example for the moral values as per their Code of Conduct in the process of encouraging teachers to perform better via teaching students, guiding and counseling to change students' behaviors to positive and exercising appropriate leadership styles that are task-oriented and collaborative in nature. This is important because head teachers and teachers promote moral values, democratic governance and encourage self-commitment to have institutional goals accomplished.

Subsequently, Schilke (2023);Commisceo Global (2022); and Kaltenecker (2021) stated that autocratic and paternalistic leadership styles alongside hierarchical and beauracratc behaviors are commonly practiced by head teachers in schools of Mexico, Poland and Taiwan while in United States, Canada and South Korea, democratic and charismatic leadership styles are being predominantly employed in their schools due to countries' large population and great diversity of cultural, ethnic, linguistic features and patterns where consensus and team work are encouraged among teachers to make notice and scheming at departmental levels. These help teachers to develop interpersonal skills, creativity and critical thinking among the population of cultural diversity (Schilke, 2023). Similarly, the management style of schools in Mexico seems to be servant leadership style which is characterized by a focus on personal relationships, teamwork, indirect communication and adaptability towards cultural norms by head teachers and teachers.

Additionally, Celia (2019) carried out a study in Philippines and found out that democratic leadership style empowers teachers to advance in academic ladders which is positive in encouraging teachers' morale, organizational behavior and hence effective performance through assessment and evaluation of learners in terms of End of Cycle Assessment (EOCA) and grading students in education process. Collectivism

and team-oriented leadership styles are embraced by teachers to effectively perform in China and India while egalitarianism and participative decision making leadership styles are also employed by head teachers in America that make teachers to be involved in decision making and school goal setting (HRone, 2023; Meyer et al. 2020).

Stillman (2021) observes that education department in United States put a lot of emphasis and pressure on teachers' performance for the purpose of ensuring good grades of the students basing on the regular assessments. This results into teachers' work overload alongside low salary as well as authoritarian leadership style used by the head teachers which demotivate them. A report from United States of America (USA) states that 08% of the teachers abandon the job per year. This is due to meager payment, a lot of pressure from their bosses, high ratio of teacher to students per class, constant assignments as well as job dissatisfaction (Hammond, 2016). This needs stakeholders' attention to curb the situation. Besides, According Chard Aye (2021) opines that Philippines maintain her quality education in higher educational institutions by administering Licensure Examination for teachers (LET) to all graduates. This is done to confirm teachers' professionalism and implement the Republic Act No.7836, enacted to enhance supervision and regulation of teaching practices and minimum degree of competence for teachers' performance and head teachers' leadership styles.

Additionally, Oco (2022) observes that more school principals in Philippines use democratic leadership style where head teachers tend to allow teachers participate in the school affairs, teamwork in scheming, note making and peer support supervision for the purpose of completing the set school goal. And few head teachers apply autocratic style of leadership that cannot allow teachers to involve in decision making instead commands with no consent which discourages them and realizes low teachers' performance by not scheming, lesson planning, irregular attending to learners and sometimes wrangles erupt. This is in line with the findings of Cuadra (2022), who says that school administrators demonstrate an autocratic leadership style by dictating over teachers which lowers their morale as opposed to democratic style. This causes performance variations in different schools. Similarly, Seguing

(2019), asserts that autocratic might be authoritarian; however, it can be best implemented especially when making un popular decisions as long as it is the best option and good for everybody for instance calling for feedback, accountabilities, reports for activities and value for school resources. Sapungan (2017) supports the assertion in his study that found out that school administrators employ an autocratic leadership style in schools of Philippines through assigning teachers tasks to perform without question such as assessing and grading learners on weekly basis for the purpose of effective teachers' performance.

Additionally, in Malaysia, school leaders emphasize leadership styles that embrace Work-Based Learning (WBL) that encourages acquisition of soft practical skills by the teachers as an education approach which help them to produce products that can be sold to earn a living as extra incomes. This helps teachers to love their job via practical skills acquired (Dogara et al. 2020). The study recommends the government to formulate and implement suitable policies to enhance planning and designing work-based learning (WBL) programs or curriculum that address teachers' needs to perform as well as learners in the contemporary global job market. In support, Boonla et al. (2023) observe that the 21st century is the era of information technology, where every society needs to embrace it and integrate into its education curriculum alongside soft practical skills. So school authorities in Malaysia have made information technology as a priority to train teachers in providing high quality education to learners and other youths such as teaching, assessment and grading software. This is a challenge to all education leaders world over (Boonla et al. 2023). However, head teachers use technology like digital monitoring tool to administer teachers particularly their attendance and teachers also embrace these policies and enthusiastically perform their roles effectively due to the conducive environment created.

In Africa, countries such as Lesotho, Malawi, Egypt and Ghana took the lead in providing free education for all school-age children in government owned schools (Muhamudu et al. 2023). This led to the deployment of head teachers who exercise different leadership styles that enhance effective communication, freedom of

speech, and service delivery to manage the increasing number of learners in schools and achieve effective teachers' performance through orchestrating school operations and overseeing teachers' activities like syllabus coverage, scheming, teaching and assessments in the school, (Muhamudu et al. 2023; Habashy, 2016; Soven et al. 2020). In the same vein, a study carried out in South Africa by Nguni et al. (2016), reports that democratic leadership is more effective than autocratic in increasing teachers' effectiveness in performance. This is due to improved welfare, teamwork, following school's shared vision, mission and above all focusing on completion of school goal at the expense of task-orientations, authority, commands and strict supervision.

Habashy (2016) observes that Egyptian school principals are recruited by regional boards in the governmental schools for the purpose of having head teachers who make informed decisions in schools like weekly staff briefings, delegations, and consensus on legal frameworks available and act as exemplary which can influence teachers to efficiently perform by attaining timely syllabus coverage. A head teacher to be recruited must have a position of senior teacher and 15 years of teaching experience while the principals of private language and international schools are chosen and hired by private school boards without involvement of the ministry of Education. These private institutions have their own criteria of selecting the school leaders; thus must have a degree higher than a bachelor in Education, previous experience in teaching and leadership (Gitonga, 2022). Here, head teachers are encouraged to employ participative and collaborative nature of leadership style which later enforces teachers to engage the learners through inculcating discipline, guiding and counseling to have changed behaviors of the learners. However, all principals' responsibilities and leadership styles employed such as democratic, autocratic, charismatic and transformational are regulated and supervised by the Egyptian Ministry of Education (Muhamudu et al. 2023). This has not only regulated head teachers' leadership styles but also efficiency in teachers' performance.

Adangabe and Boateng (2022), in their study carried out in Nigeria, found out that democratic and transformational leadership styles are more common and effective in

ensuring improvement in the teachers' academic performance. These styles give room for teachers to express themselves, transforming their academic standards and become committed to their job than in autocratic style where teachers are commanded to go to class and teach even if not on the timetable leading them to lose interests in the job. The study also recommends uniquely that teachers need to assess the head teachers to check on their daily performance and report to the Ghana Education Service Commission. This can help them to prepare compulsory continuous professional development of teachers and head teachers in leadership of educational institutions to prepare them effectively. The study findings are supported by Kwasi et al. (2022) who reveal that transformational and democratic leadership styles correlate significantly with teachers' job satisfaction in Ghanaian public basic schools because they are participative, transformative and collaborative in nature that help teachers to coordinate with stake holders of education like parents to achieve effective teaching. And they further recommend for head teachers' training about leadership styles in their day-to-day administrative duties (Cuadra, 2022). This can reduce on the coercive nature of head teachers who demoralize teachers to attend to their respective duties because of bitter relationship.

In the research study carried out by Muhamudu et al. (2023), about the impact of head teachers' leadership styles on teachers' job performance in Sagnarigu municipality in northern region of Ghana, reveals that democratic leadership style is most frequently used by the head teachers with autocratic leadership approach being least utilized. Head teachers work together with teachers through delegations, involvement in decision making leading them to work tirelessly for the betterment of the school. This is in agreement with several studies (Mustafa, 2021; Oco, 2022; Cuadra, 2022), though Owuoh (2016), contradicts by arguing that most of school heads in Ghana practice autocratic leadership style dominantly by issuing instructions without teachers' consent lowering their interests in the job. The study still reveals excellent performance of teachers in quality lesson delivery with female teachers out-performing males in Ghanaian schools. So, recruitment of female teachers in

leadership positions needs to be given much consideration to reduce on gender disparity and improve on academic performance (Cuadra, 2022).

According to Omar (2018), Somalia as a country experiences civil war, Education leadership is not clearly defined because there has been no ministry of Education to manage the education system in Somalia. This results into emergence of different curricula being taught to learners both in primary and secondary schools basing on other countries' cultures and philosophies (Omar, 2018). Some head teachers apply Sharia form of leadership style which manifests itself as autocratic forcing teachers to perform, this instead demoralizes them resulting to teachers' irregular attendance, boycotting lessons and above all too much laissez-faire in some schools, teachers do what they feel like defiling learners hence poor academic performance due to usage of inappropriate leadership styles. Other Educational umbrellas have to take the functions of education in Somalia (Oco, 2022). The study recommends for an increase in democratic leadership practices that allow teachers to be collaboratively engaged for effective performance.

Habashy (2016) found out that there are three categories of schools in Egypt; thus governmental schools, private language and international schools. In all the three types of schools, teachers are guided and trained to incorporate technology in the curriculum to transform themselves and education system for the purpose of attaining effective performance like using projector to manage the overwhelming numbers in class, report making software and other record keepings. Head teachers employ transformational leadership style predominantly that tries to bring positive radical changes in the school settings through individual teacher's consideration by helping, developing and support to make teachers' vision achievable. This makes the teachers satisfied, motivated and in response, they help learners academically to perform better (Watson & Rivera, 2016). The study further suggests for future studies to target effect of different leadership styles on teachers' academic achievement. Basing on that background, the researcher picked interest to fill this literature gap by adopting the study on influence of head teachers' leadership styles on teachers' performance in Bunya South County in Mayuge district, Eastern Uganda.

Relatedly, Mustefa (2021) conducted his research study in 15 government schools in Addis Ababa, Ethiopia and found out that most of the school leaders adopt a democratic leadership style where teachers own the school business and operate it jointly. This became effective in administering teachers by involving them in decision making, being role models and setting the school goal. The study concluded that there is a connection between the structure of task-oriented leadership style and teachers' performance. This is true because task-oriented style forces teachers to teach and produce results though it is short lived (Mustefa, 2021; Catid, 2022).

On the other hand, Kenya's education system is characterized with low teachers' performance due to poor leadership styles employed by the school leaders particularly in Tindiret Sub-County who tend to harass teachers coupled with ineffective communication despite the high investment in training head teachers; it remains a challenge because it lowers teachers' performance (Wambugu et al. 2016). This challenge can be solved by Romila (2024), who asserts that continuous development training of teachers and head teachers is mandatory and appropriate to achieve quality education that is beneficial to teachers' performance. And this still needs effective leadership skills to handle such situations of in-appropriation in education management. According to Nyagaka and Odongo (2023), in their study about head teachers' leadership styles and their impact on teachers' academic performance in secondary schools in Nyamaiya Division, Nyamira District in Kenya, recommend that school administrators need to cooperate with the parents by holding meetings to review their leadership styles and check on their effect on teachers' performance. This shall ensure and encourage team work, sharing responsibilities, and teacher-parent and learner relationship to forge effective performance in schools.

In support, Ndungu et al. (2019) observes that head teachers' poor leadership styles like autocratic that cannot listen, requires compliance, no consultations, and not considering the teachers' inputs employed in Kenyan schools lead to poor teachers' performance that consequently causes the struggle, demonstrations and riots between parents, students, and government officials against head teachers due to

instigations made by teachers. This needs serious attention to curb the situation like employing appropriate leadership styles of consensus, cooperation, acceptance, listening and respect to each other in the school's state of affairs. Ingram (2019) also gives a piece of advice that head teachers need to be knowledgeable to apply leadership styles that focus on team building, consensus, consultations, motivation and collaboration with employees at different levels of the organization to meet the set goal.

According to Kenya National Research Council (1996), reports that quality education is provided through head teachers who employ leadership styles such as democratic and transformational that encourage multiple efforts like mobilizing learners, pass resolutions that govern the school, and encourage public relations from different stakeholders such as administrators, policy makers, teachers, parents and other governing bodies. This creates team work that helps teachers to share ideas and shape the learners' behaviors which become inevitable in the noble cause of effective teachers' performance to meet the institutional goal. Similarly, Nyerere (1975), puts it, "Children are, because teachers are." And UNATU's logo says, "Because we are, the Nation is." All the afore mentioned assertions reflect good leadership, team work and teachers' responsibility to shape learners through teaching and learning process so that they become all round responsible citizens.

In Tanzania, different leadership styles are employed by head teachers that forge unity, encourage teachers to perform, create favorable psychological teaching/learning environment, and other styles restrict teachers to do their job coercively which discourage teachers and lower their morale of teaching (Mustefa, 2021). They are identified as democratic, autocratic, transactional, transformational and laissez-faire. These styles are applied to influence, inspire and manage teachers differently in performing their respective duties in schools like guidance and counseling to attain positive behavioral change (Mgbodile as cited by Stella, 2020). Similarly, Ndauka (2021) observes that Tanzanian school heads employ various leadership styles such as democratic, autocratic, transformational, and laissez-faire in public secondary schools towards teachers' work commitment and they

enthusiastically teach, assess and evaluate the learners though they face some challenges of autocratic policies that do not enhance consultations and involve teachers.

Asiimwe and Niyikiza (2023), found out that in Rwanda, head teachers' leadership styles are strictly geared towards teachers' and students' discipline in terms of completing of assignments, regular attendance, adherence to schools' dress code and respect of school authorities. This is reached through sharing locus of decision making, participation of teachers, students and parents in disciplinary matters. Teachers' effective performance through involvement in all school matters such as guidance and counseling, effective teaching, shared decision-making play a great role resulting to good students' discipline and equally good academic performance in Rwanda schools (Kiprob, 2015). On contrary, studies in East African region show that students' indiscipline cases remain a challenge in schools such as truancy, hooliganism, disruptive classroom behaviors, examination mal-practices, riots, vandalism and drug addiction (Barrett, 2022; Lochan, 2020; Okoson, 2020). These deviations lower teachers' morale via effective performance in schools. Teachers' low performance and learners who exhibit deviant traits exist in schools where head teachers employ inappropriate leadership styles such as laissez-faire in situations that need coercion and autocratic that may accelerate chaos. These styles do not strictly enforce discipline to attain effective teachers' academic performance (Kiprob, 2015; Mbogori, 2022; Changwa, 2020). Similarly, Tumutoreine (2023) argued that when students misbehave, they learn less and disrupt learning patterns of the whole school environment which needs teachers and head teachers to employ appropriate leadership styles to address and save the situation.

Several studies carried out on teacher performance and leadership styles in different contexts. Orace et al. (2021) carried out the study in Gulu Municipality about the impact of remuneration on teachers' performance; Romila (2024); Catid (2022); Ndauka (2021); Asiimwe et al. (2023) and Oketchoet al. (2019). These studies similarly found out that poor teachers' performance manifested with 75% of the teachers not scheming and lesson planning, absenteeism (17%), dodging of lessons

(30%), strikes, alcoholism, sexual immorality and lack of respect. All are attributed to low salary and poor leadership styles that demotivate teachers and end up deviating from their rightful obligations (Orace et al. 2021).

According to Lubowa (2022), “discrimination in salary would not improve teaching and learning,” this was a reaction to Ugandan government that implemented a discriminative salary increase favoring sciences at the expense of Arts teachers. This forces some head teachers to employ poor administrative leadership styles like laissez-faire which over-delegates, ignores active participation, facilitates teachers’ dodging, “i don’t care,” becomes the order of the day among teachers and also widens the gap against team work in public secondary schools (Kanywa, 2022- Chairperson Federation of Non State Institutions in Western Uganda; Ministry of public service, 2022). However, it is worse in private secondary schools in Uganda, particularly in Bunya South County in Mayuge district whereby teachers and head teachers are paid peanuts alongside authoritarian strict supervision and commands that discourage and demoralize teachers’ performance in rural setting despite some slight improvement in urban setting (Kanywa, 2022). In the related view, salary payment correlates with teachers’ performance and leadership effectiveness in schools (Adia, 2016; Owundo, 2017).

Additionally, research studies have shown that secondary education is on high demand in Uganda, so teachers use this chance to utilize their talents by involving in school activities like games and sports, music, assessments of learners and others to promote their talents (Tumutoreine, 2023). The government has given consideration to policy reforms in education sector such as free education, vocationalization, curriculum reforms such as Competence Based Curriculum, guidelines, and regulations pertaining to leadership approaches that also guide teachers to fulfill their obligations such as making scheme of work, lesson planning, grading of learners and other duties assigned to them by their bosses (Wurtz, 2018; Nyenje and Nkata, 2016; Penny et al. 2018). This helps teachers and head teachers to effectively perform their respective duties to improve the school academic standards. Similarly, private secondary schools in Uganda have also expanded and increased in number

that promote competition and lead to improvement in the administrative management styles and teachers' performance between private and public secondary schools despite the ceasing of USE program in favor of constructing government owned secondary schools in each sub county (Kanywa, 2022; Sabarwal et al. 2016).

On contrary, there has been little support or training of head teachers and teachers after deployment by government through Education Service Commission (ESC), a policy that could boost and improve head teachers' leadership styles and teachers' performance (Fatkulet al. 2021). Ultimately, the inefficiency of teachers such as irregular attendance, dodging classes, instigations, riots and poor leadership styles of barking teachers amidst learners, hands-off approach, over delegation and head teacher's total absenteeism from school due to their little knowledge and experiences lead to loss of much learning time in many countries of Sub-Saharan Africa education systems and Uganda in particular. More so, 25% or more of school days may be lost each year in poorly managed schools (Lewin, 2016; Oketcho et al. 2019).

Tugume (2018), in the study about the leadership styles and teachers' performance in Nakawa division of Kampala Capital City Authority reveals that there is significant relationship between authoritative, laissez-faire and participatory leadership styles and teachers' performance. The study further recommends laissez-faire leadership style to be dominantly embraced alongside other styles by the managers of schools in Kampala because the style is flexible and allows workers to manage themselves for efficiency in teaching. In Kampala Capital City Authority, teachers manage their roles freely and work as a team to effectively perform.

Besides the above, Atukwatse (2024) claims in her research study about relationship between parents' involvement in school activities and teachers' academic performance in Jinja City, found out that any head teachers' leadership style to be effective, must work alongside parents' contributions of career guidance, homework, attending school functions and regular communication to the children and their class teachers to strengthen school relations with the public. Relatedly, Garcia (2021)

emphasizes that parents are responsible to provide education materials, shelter, clothing, food, medical care and also have pivotal role in shaping the experiences and characters of their children's education and encourage teachers to make instructional decisions and have collective goal to be accomplished effectively. Therefore, Parent-Teachers Association is mandatory to achieve school development through sharing ideas and make standing resolutions that govern the school.

In Bunya South County, head teachers dominantly employ laissez-faire style of leadership coupled with high rate of absenteeism from schools and teachers too, late coming, and parents are not much involved in schools' activities. All these ineffective indicators lead to poor academic performance because teachers attend irregularly and give children time to escape and resort to fishing activities (Mayuge DIS report, 2019).

1.1.2 Theoretical Background

The study based on **Fielder's Contingency theory** which was introduced in 1967. Fielder's contingency model stresses that there is no single best way for managers to lead but rather situations. The theory argues that effective leadership is contingent on different factors with different leadership styles suiting different leaders within different context (Charry, 2012; Lamb, 2013). Additionally, Psychologist Fred Fielder suggests that there are two main factors that determine whether a leader will be successful; the leader's personality and the situation in which the leader works or performs and specifically how much power, control and influence they have over the situation.

Similarly, according to Bolden et al. (2003), seem to agree and complement to Fielder's theory because they assert that no leadership style is right for every manager under all circumstances such as situation, people, the task, organization, leader's personality and other environmental aspects. Head teachers in their respective schools need not to be rigid instead, be flexible, democratic and good listeners to counter act with the available situations for the purpose of creating conducive teaching/learning environment that encourages effective teachers'

performance (Johnson et al. 2022). This is true because it is not correct to believe that participative leadership style is always more effective alone instead, it depends on the situation, persons, and the task to be performed (Ida, 2011).

1.1.3 Conceptual Background

A leader is anyone who inspires, manages, coordinates, directs, and supports the followers to work creatively and confidently towards accomplishment of the shared goal (Perry, 2022). A leader in an organization is seen as a person who has the ability to create order, navigate organizations' environmental turbulence to create success for the purpose of completing set goal (Durga and Prabhu, 2021).

Leadership is the ability of an individual or a group of people to influence and guide the followers towards attainment a common goal or vision (Kaltenecker, 2021; Saima, 2022). In addition, Mc Kinsey (2022) defines leadership as a set of behaviors used to help people align their collective direction, to execute strategic plans, and to continually renew an organization. According to Kootz (2013), leadership is an art of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals. This is certainly a comprehensive description of leadership since it stresses workers' interests, willingness, satisfaction, and team work as it is democratically mandated to any successful and contemporary leader (Oketcho et al. 2019). Head teachers who exhibit appropriate, participative and flexible leadership styles empower, encourage and promote effective teachers' performance leading to excellent academic performance in schools.

Leadership style refers to the behavioral approach employed by leaders to influence, motivate, guide and direct their followers for the purpose of completing set goal (Ssempala et al. 2019; Wale et al. 2023). Relatedly, Adeyemi et al. (2013) define leadership style as patterns of behavior used by leaders to create impact on employees and amend resolutions pertaining goal, strategic plan, mission, core values and any activities carried out. All the above definitions emphasize behaviors therefore; head teachers' and teachers' characters need to be checked to fulfill their respective duties.

Egalitarianism leadership style refers to leadership belief in human political, social, and economic equality (Eldridge, 2024). This promotes social justice in schools where rights, equality and equity are considered to be mandatory among employees. While collectivism leadership style emphasizes much more group or societal goals than individual's set goal this can be encouraged among teachers that promotes effective performance in schools (Ntara and Cummins, 2023).

Ghalem (2016) defines performance as a process of ensuring that the set of activities and outputs meet the organizational goal in an effective and efficient manner. Performance indicators are measures of research impacts, outputs, outcomes and inputs that are monitored in the implementation process to assess its progress basing on the objectives.

A teacher is someone who helps others or learners to acquire knowledge, competences or values. The teacher is a professional figure in education who primarily educates, teaches, guides, directs, trains, assesses and evaluates learners in education system (Asiimwe and Niyikiza, 2023); while, teacher performance refers to a teacher's demonstrated impact on students' learning as established through achievement scores, observed pedagogical practices or student surveys (Anne, 2016; Ahmed et al. 2020). A head teacher is someone who is in-charge of a school. Head teachers are responsible for securing acceptable standards of behaviors and conduct by students.

1.1.4Contextual Background

The role of the head teachers in either government or private schools is to provide leadership styles that inspire and motivate teachers' performance to achieve high academic performance of students (Obilan, 2018). Similarly, teachers need to be motivated and encouraged to effectively perform through employing appropriate leadership styles in case, Uganda and other parts of the world are to realize the expected aim of education (Education Report, 2016). Like other countries of the world, Uganda due to low enrolment and poor performance in schools by then,

established in government schools, Universal Primary Education (UPE) which was launched in 1997.

Later, followed by Universal Secondary Education (USE) in 2007, for the purpose of accessing quality education by Ugandan child (Education Act, 2008; Sabarwal et al. 2016). In USE and other schools, head teachers apply several styles of leadership such as democratic, laissez-faire, and autocratic. This is done to manage different categories of teachers' behaviors for instance some teachers are in disciplined, lazy, dodge intentionally, others deviate from their code of conduct, and end up defiling learners, dressing provocatively and even using abusive utterances which is against professional code of conduct (Mabonga, 2021). School leaders apply for instance autocratic leadership style to instruct and enforce discipline, force lazy teachers also to perform better if not so; head teachers always influence teachers' transfers. However, this partly causes conflicts in Ugandan schools leading to riots, demonstrations, sit-down strikes, "I don't care," blame game between teachers and head teacher. The end result is schools' poor performance because the head teacher, teachers and learners are all in a fiasco (Mabonga, 2021).

In Bunya South County in Mayuge district, schools perform poorly particularly in school where head teachers and teachers absent themselves from schools. In schools where they lack team work, inadequate resources, and laissez-faire style of leadership employed, leave teachers to do what they feel-like, even dodging classes, parents' neglect of their responsibilities, and high rate of school drop-outs without appropriate leadership styles (Tumutoreine, 2023). This could bring them on board through policy meetings, monitoring, strict supervision of teachers and learners by head teachers, rewarding teachers who perform better, providing meaningful feedback, even school inspection by the central authorities is lacking which needs attention (UNICEF,2020).

Some head teachers are democratic to the extent that they formulate standing committees comprised of teachers and parents such as disciplinary, educational and finance committees to manage the state of affairs of the schools but still their

powers lie in hands of the head teachers (Tumutoreine, 2023). This prompted the researcher to develop the intention of carrying out the investigations about the extent to which head teachers' leadership styles influence the teachers' performance in Bunya South County in Mayuge district.

According to Mabonga (2021), the government of Uganda has shown its commitment by registering a considerable success through Education Service Commission (ESC) by appointing head teachers, teachers, and support staff by instructing them to perform, realizing increased enrolment more so girls from economically weak families, paying teachers despite some disparities, and provision of facilities such as text books, computers and science laboratories and equipment. Similarly, curriculum reforms and training of teachers about competency based curriculum, constructing secondary schools in each sub county and primary schools in each parish although there is still a lot desired (Tumutoreine, 2023). This has improved education system in Uganda since head teachers and teachers are encouraged to effectively perform by mere having infrastructural development alongside appropriate leadership styles applied by few head teachers despite some challenges that still exist that need more research and serous attention (Mabonga, 2021; Sabarwal et al. 2016).

On contrary, UPE and USE created a remarkable boost which however, gave rise to many challenges in Uganda and Bunya South County in particular. The challenges include among others; inadequate capitation grants, teachers are not enough, UPE bulge and cause enrolment pressure on secondary schools (Nyagaka and Odongo, 2023). The available infrastructures such as classroom blocks, laboratories, staff quarters, health facilities and others are not enough to accommodate the learners, discriminative salary payment favoring science teachers at the expense of Arts head teachers and teachers (Tumutoreine, 2023). This creates an academic gap among teachers who are demoralized; head teachers resort to employing inappropriate laissez- faire leadership style through absenting themselves from school, avoidance and hands-off approach that yield to teachers' poor performance, consequently leading to poor grades in schools.

In addition, Namirembe (2015) asserted that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds but as a result of poor leadership. The implication is that head teachers apply inappropriate leadership styles of not following up, not being time manager, not listening to teachers' inputs, no meetings. This lowers teachers' morale and parents' involvement hence poor performance in schools. Relatedly, several studies have been done to improve on the education standards (Ndauka, 2021; Asiimwe and Niyikiza, 2023); little attention has been put to find out the influence of head teachers' leadership styles on teachers' performance. Therefore, given this background, the researcher intends to carry out the study to have deep investigations about head teachers' leadership styles versus teachers' performance.

1.2 Statement of the Problem

At the helm of academic hierarchy in secondary schools sits a head teacher. This is expected to take charge of guiding day-to-day academic and administrative guidance of school activities (Asiimwe and Niyikiza, 2023). The immediate employees in his/her line of duty are the teachers. This therefore means that the teachers are expected to perform their duties under the guidance of the head teacher (Catid, 2022; Mustefa, 2021). Head teacher's leadership skills translate into his/her leadership styles but most cases influenced by situations at hand. The appropriateness of skills and style of head teacher's leadership depends on experience, exposure, creativity and training which motivates teachers to do their work best (Ida, 2021).

In Bunya South County, many head teachers lack appropriate leadership skills and therefore styles. This has affected teachers' performance rhythms as evidenced by teachers' strikes, demonstrations, dodging classes, instigating students, rumor mongering, requesting for transfers which have led to sinking down of academic standards of Bunya South County as evidenced by declining grades, collapsing of schools, high school drop-outs, and parents' demonstrations against head teachers

(Asiimwe and Niyikiza, 2023). If this continues, schools might all collapse and the educational standards will generally decline in Bunya South County.

As a result, many head teachers have been transferred, signing performance agreements and some demoted with the hope of improvement in teachers' performance but in vain. The last resort has been, different district education officers have organized training sessions and seminars for secondary head teachers, but a few normally attend (Nyangaka and Odongo, 2023). This has left the absentee head teachers without new and appropriate knowledge about leadership skills and styles. These head teachers have continued to use inappropriate leadership styles of their choice irrespective of prevailing circumstances and by luck some have worked while others have not worked since the undesired situation of teachers' performance has remained evidenced by teachers' absenteeism, strikes, instigations and dodging classes, no schemes of work, lesson plans not prepared (Asiimwe and Niyikiza, 2023).

What is not known is which leadership style best fits all circumstances that all head teachers can employ to improve teachers' performance that has continued to affect academic standards of schools in Bunya South County. To know which style is the best requires assessment of each style on performance of teachers by measuring the extent to which each style affects teachers' performance. The current study therefore aimed at investigating the influence of head teachers' leadership styles on teachers' performance in Bunya South County.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

1.4 Objectives of the study

The study was guided by the following specific objectives;

1. To assess the impact of autocratic leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District.
2. To ascertain the effect of democratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District.
3. To evaluate the influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge district.

1.5 Research Questions

The study research questions included;

1. What impact does autocratic leadership style have on teachers' performance in selected secondary schools in Bunya South County in Mayuge District?
2. How does democratic leadership style influence teachers' performance in selected secondary schools in Bunya South County in Mayuge District?
3. What effect does servant leadership style have on teachers' performance in selected secondary schools in Bunya South County in Mayuge District?

1.6 Scope of the Study

The scope was sub-divided into content, geographical and time scope (Muhammad, 2022).

1.6.1 Content Scope of the Study

The research study focused on the influence of the head teachers' leadership styles on the teachers' performance. The leadership styles are many but the study was restricted on the dominant ones such as democratic, autocratic, servant among others since they have effect on teachers' performance (Kamba et al. 2022). How effective are each of autocratic, democratic and servant leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge district.

1.6.2 Geographical scope

The researcher intended to carry out the study in the selected secondary schools in Bunya South County in Mayuge District. Bunya South County is comprised of six sub counties namely; Malongo, Jaguzi, Busakira, Kityerera, Bugadde Town Council and Bwondha Town Council. It is bordered by Bunya West and Bunya East Counties to the North, Lake Victoria to the South, Bunya West County to west and Bunya East County to the East (MDLG, 2018). This geographical area is accessible and convenient being used by the researcher to collect data concerning leadership styles employed by head teachers and their influence on teachers' performance in private and public selected secondary schools.

1.6.3 Time scope

The study looked at a period of five years (2018-2023). This period was appropriate because it is when Education Service Commission frequently advertised, interviewed, recruited and made placements of head teachers and teachers to perform their respective duties amidst educational reforms such as USE, Competence Based Curriculum (CBC), discriminative salary increment among others (The Observer, Newspaper of October.13th. 2021; Mabonga, 2021). Data collection and report writing lasted for seven months between April and October, 2024.

1.7 Justification of the study

Many research studies have been carried out on head teachers' leadership styles and teachers' performance (Orace et al. 2021; Owuoh, 2016; Powell and Beard, 2018; Sapungan, 2017) but these have focused on other districts and urban areas which leaves Bunya South County and being rural based with a gap to be filled therefore the study intended to fill the gap that exists in Bunya South County of head-teachers leadership styles and teachers performance in selected secondary schools.

Also the academic performance of students in Bunya, Mayuge that mirrors teachers' performance have been appalling year in year out and something has to be done through research results that can inform district policy formulation.

1.8 Significance of the Study

This study through sharing copies delivered to ministry of education and sports may act as a basis to suggest suitable courses of action in the recruitment and appointment of head teachers, teachers and streamline their roles, and styles of leadership in secondary schools.

Relatedly, the research may also help head teachers and teachers to identify the areas that need to be addressed to foster effectiveness in teaching and learning process.

The research study hopes to be beneficial to researchers and other professionals for further studies to address the research gaps, make plans and recommendations pertaining education improvements.

The Curriculum developers may significantly use this study to integrate innovations such as leadership skills or styles and teachers' methodologies of teaching in schools' curriculum.

School stakeholders like B.O.G, PTA and head teachers may use this research study after disseminating information to the members in their respective policy meetings which shall give them more knowledge to check on the experiences and leadership styles used by head teachers to manage employees in schools for effective performance.

1.9 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts in any research study (Colander, 2013). The research study based on a conceptual framework in figure 1.1 as illustrated below:

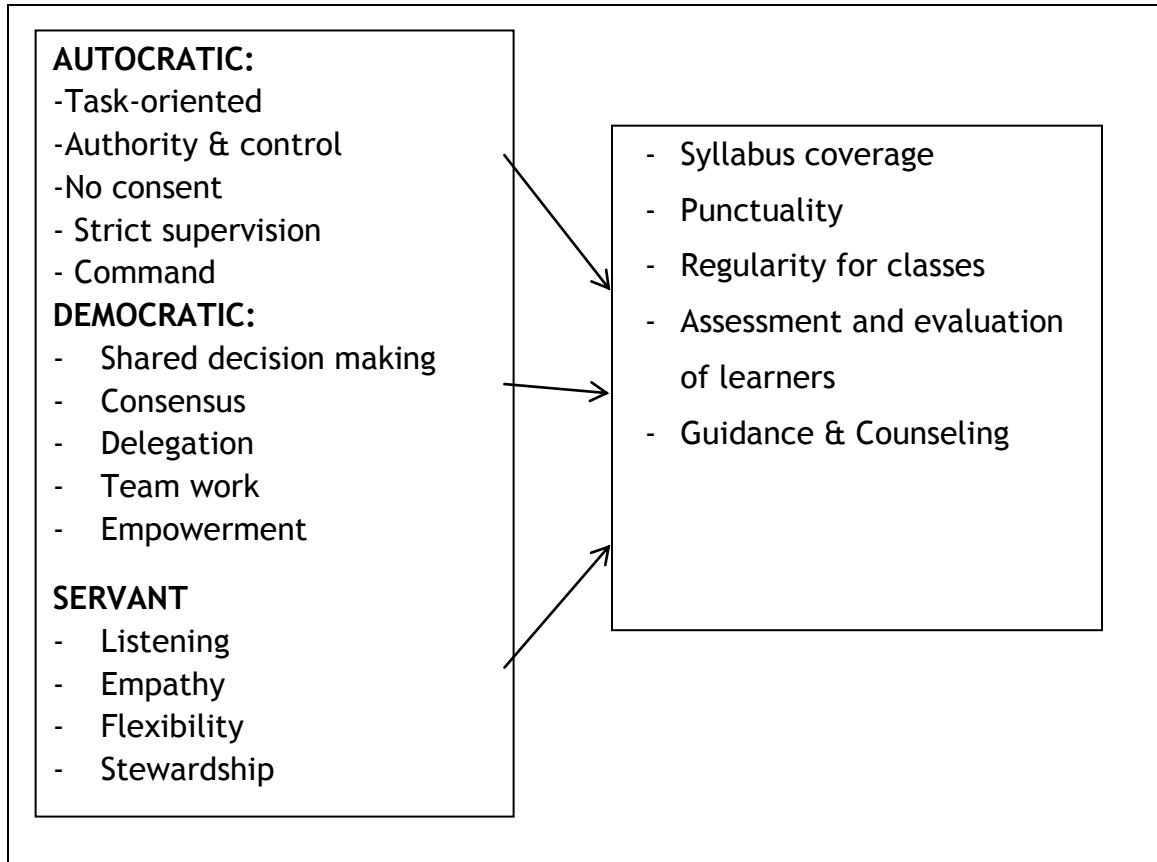
Fig1.1 Conceptual Framework

Independent Variables

(HTRS' Leadership styles)

Dependent Variables

(TRS' Performance)



Source: Adopted from Onen (2020), modified by the researcher.

Figure 1, shows the concepts related to two-study variables. These are head teachers' leadership styles as independent variables and teachers' performance representing dependent variables. The figure above reflects how independent variables influence the dependent variables. The leadership styles like autocratic, democratic, and servant leadership employed by head teachers indicated as independent variables; which can influence teachers' performance such as good or bad grades, enthusiastically completing the syllabus or not covering it, assessment and evaluation depending on appropriateness of the leadership styles employed. While teachers' performance indicators such as syllabus coverage, punctuality, regularity for classes, assessment and evaluation of learners, and guidance and

counseling are shown as dependent variables. Both independent and dependent variables can also be influenced by intervening variables represented by government policies, nature of school ownership, school environment, monitoring, supervision and financial status in terms of location and affordability of favors, salaries and allowances that can be used to influence head teachers' and teachers' performance positively or negatively. A case in point is the extra lessons paid by the Administration encouraging teachers to perform through timely syllabus coverage.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the study reviewed related literature on the influence of head teachers' leadership styles on teachers' performance in secondary schools in Bunya South County in Mayuge District, Eastern Uganda. The literature review focused on identifying gaps that have been left by previous studies that study intended to seal. The literature in this chapter was reviewed basing on the study objectives and the following sub headings; the head teachers' leadership styles, impact of autocratic leadership style on teacher performance, the effect of democratic leadership style and servant style on teachers' performance in secondary schools in Bunya South County in Mayuge District and the researcher conclusions. The literature reviewed included; Electronic Data bases, Journals, Text books, Theses, and other publications.

2.1 Autocratic Leadership Style and Teachers' Performance

Autocratic leadership style is a form of management style where one person/head teacher controls all the decisions on behalf of the organization/school (Bennett, 2024; Mustefa, 2021). Similarly, Boampong, Denteh, Issaka and Mensah (2016) define autocratic leadership style as a form of directive or coercive leadership where a leader instructs the subordinate what to do and how to do it. Here, teachers are instructed by the autocratic head teacher without considering their opinions in school environment. Ayesha et al. (2017) support the assertion that an autocratic head teacher possesses the final word and implements what he/she considers necessary to complete the set school goal. This demoralizes teachers and affects performance negatively though autocratic head teacher forces teachers to perform and produce good grades which are again short-lived, claiming the reason for this study.

According to Rosing et al. (2022), autocratic head teacher is characterized by rigid rules and procedures, centralized power, hierarchical structure, values personal dominance, staff control and unshakable loyalty. This scares teachers and forcefully performs as instructed by their boss but sometimes teachers can strike, riot and dodge due to bitter relationship and mistrust that may erupt. Teaching profession has both good and bad impacts on employees' educational advancements if not handled diligently and appropriately by the head teachers (Nyagaki, 2013). Chukwusa (2019) observes that when people or teachers are derailed by the autocratic environment, they get demotivated with negative impact on their performance for instance teachers do not willingly prepare like scheming, lesson planning and assessing learners to have effective performance. However, this research was conducted out outside Ugandan environment, not purely focused on secondary schools. It was also conducted almost some few years ago, which created a gap, that the current study is vital to be conducted at national level, Uganda, creating a justification for this work.

Studies show that autocratic leadership style can negatively affect teachers' performance, job satisfaction and level of engagement in several work activities resulting to stress at work places causing poor academic performance (Qi et al. 2020; Ndunda et al. 2023). Similarly, Adeyemi (2016) supports the assertion that the gap always created by autocratic principles between head teacher and teachers is a source of conflicts which makes teaching and learning process difficult and stressful in schools due to intrigues and struggle among team members, henceforth, calling for the serious investigations. The research was based on quantitative approach. It was based on questionnaire in gathering the primary data. However, this study focused on both research mixed approaches.

Bennett (2024) assert that the greater the use of autocratic principles, the poorer the teachers' and learners' academic performance. Teachers can resort to sit-down strike, cocoons, and instigations to learners which may consequently lead to riots, vandalisms, absenteeism that lower grades in performance. This is common to head teachers who adopt harsh leadership styles that command, use force to manage

teachers such as autocratic and authoritative that demand complete control are highly resented by the teachers and other team members.

Similarly, the autocratic head teachers hold all authority and responsibility which becomes retrogressive as it fuels teachers' disgruntlement since they are not part in decision-making (Anayatin, 2023). In contrast, studies carried out indicate that followers or teachers who trust their leaders/head teachers are likely to follow enthusiastically their instructions and perform effectively their duties such as guidance and counseling learners and this depends on appropriate leadership styles employed that can empower and protect teachers (Anne, 2016); and one wonders whether this is applicable in Mayuge district.

Relatedly, Kitavi (2020) explains that autocratic leaders are perceived negatively always, this is because they create "a reign of terror," bullying, issuing orders that even demean their subordinates, roaring with displeasure at the slightest problem. If this kind of situation is created at school environment, teacher performance is lowered; the teacher will run away for rescue thus seeks for transfer looking for favorable conditions. Kwasi et al. (2022) proposes that a leader/head teacher must strive not to become authoritarian on how to manage teachers because people do not want to be managed but lead. In teaching profession, strictness and accuracy in monitoring are required to attain effective teachers' academic performance but not at rigid extreme (Kitavi, 2020).

A study carried out in Pakistan by Farooq, Dilshad and Qadir (2022), about the influence of leadership styles on teachers performance reveals that autocratic leadership style is undesirable by teachers due to its forceful nature which contributes to their dissatisfaction leading to poor teachers' performance. In support of this argument, Oyugi and Gogo (2019), in their study done in Owendo sub-county in Kenya, states that autocratic leadership style is commonly practiced and due to its harsh principles and ineffectiveness, demotivates the teachers and start dodging classes in form of sit-down strikes leading to poor academic performance. This study took analytical, descriptive, and normative approaches to explore the practices of a

representative sample of education stakeholders while to identify a number of distinctive measures which are only limited by existing theoretical models, however, this research done in Mayuge District focused on a mixed method.

Muhamudu et al. (2023) explain that autocratic principals impose immense power over teachers and sometimes use threats and sanctions to instill fear. This makes teachers to develop a sense of being disrespected as competent professionals to the extent of being demoralized. In response, teachers can dodge classes, hold demonstrations, indoctrinating students that teaching is not a good profession due to their frustrations hence ending up registering poor performance. However, Bakare and Oredein (2022), contend that autocratic leadership style may be appropriate in schools where decisions have to be made urgently and where staff members are new to issue guidelines to them by their bosses for effective teachers' performance. This is where teachers listen actively, collaborate to forge unity, scheme, lesson plan, think critically, creatively for the purpose of identity and innovations at the new station or to meet the competition. It is thus not clear explains the impact of autocratic leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District, a concern that this study tried to ascertain.

Autocratic leadership style is said to be married with McGregor's theory X presumption that staff members lack the motivation to perform their duties and hence require strict monitoring and supervision. Similarly, Kitavi (2020), warns head teachers who use autocratic approach because may often yield poor performance by teachers in any school given the reasons identified by the literature. Hence, the researcher compelled to undertake this study. On contrary, Igwe, Ndidiamaka and Chidi (2017), conducted their study in Enugu Metropolis of Nigeria observe that autocratic leadership has got strong association with academic performance thus effective in improving teachers' performance. This is through quick reaction in response to the head teachers' instructions. However, the notable gap is that the study was carried out in Nigeria while the current study is being implemented in Uganda.

Kosgei, Tanui, and Rono (2018) reveal in the study done in Narok South, Narok County that autocratic leadership style has a positive association with academic performance because it forces teachers to do their obligations like teaching, sensitizing learners, grading and giving assignments to learners and assess them for behavioral change. On contrary, Mwove et al. (2023) argues that autocratic leadership style has a negative correlation with students' and teachers' academic performance. Further, the study recommends to Kenya Teachers' Service Commission (TSC) to regularly train head teachers and teachers on leadership styles for the purpose of discouraging heads to employ autocratic approaches inappropriately in schools. Kwasi et al. (2022), support the argument by advising the Education Ministry of Ghana to train head teachers about leadership styles in their day to day administrative duties that can embrace teachers' good performance.

According to Murtaza et al. (2022), teachers' performance is lowered where autocratic heads never try to understand the mental approach of the teachers, never compromise on implication of his decisions even during hard time or crisis. This leads to teachers' dissatisfaction, lose trust, become disappointed and consequently gaps in teachers' performance through teaching scanty materials by not covering the syllabus, sit-down strike, short-lived performance when the head teacher is present, or looking for transfer to other conducive school environment. The findings of this study are in line with Chukwusa (2019), in a research study "Autocratic leadership style: Obstacle to success in academic libraries," in this study, it reveals that employees hate autocratic leadership style because it distracts them from continuing efforts for teachers' academic achievements. Head teachers in schools need to mind about the level of authority to be used to manage teachers' productivity rather than accelerating stress, brain trauma and conflicts at work places, thus creating a desire for the research in Uganda to ascertain the conditions at the ground.

According to Mbogori (2022), autocratic leaders assume that people in the school are lazy, irresponsible, and untrustworthy. Therefore, planning, organizing, controlling and decisions should be made solely by the head teacher. This idea jeopardizes performance because teachers develop negative attitudes towards performance due

to such dictation. The end result shall be “blame game” due to poor performance, because no wishes to own poor grades in the school (Barrett, 2022). This survey concentrated on quantitative research design, where data was gathered with help of designed questionnaires, unlike this research that focused on a mixed research approach.

Saguig (2019) asserts that autocratic style can be authoritarian. Nevertheless, it can be best implemented and effected especially when head teacher needs to make unpopular decisions as long as it is best option and good for teachers to perform towards accomplishing the set school goal. This is in line with Cuadra (2022), who says in his study carried out in Philippines that school administrators demonstrate an autocratic leadership style which works effectively to direct teachers to perform well.

According to Amutabi (2019), teachers’ performance can either be effective or ineffective, depending on head teachers’ behavioral approach, traits, teachers’ background and the applicability of the leadership styles by the head teacher at work place. This finding is supported by Ahmed et al. (2020) who observes that when teachers collectively, enthusiastically, mutually and interestingly perform their duties, signifies that teachers embrace the positivity of their boss and his/her style of leadership for instance appraising teachers through dialoguing, creating a gap for the study.

Relatedly, the study carried out by Nasuri (2015) about teachers’ perception of principal leadership styles in secondary schools in Sokoto North local government, Nigeria, and used 302 teachers. The research study reveals that teachers’ performance depends on any head teachers’ leadership styles such as democratic, autocratic, and laissez-faire. The personality traits of both head teachers and teachers, circumstances under which the styles are being employed and the nature of the environment can affect level of commitment, engagement, performance to meet organizational goal (Ndunda et al. 2023). This implies that leadership styles that are employed appropriately by the head teachers to assist teachers to achieve

education objectives, the response of teachers shall be high reflecting teachers' effective performance. With regards to the autocratic leadership in question, the investigator develops a sense of concern to achieve adequate knowledge on the impact of autocratic leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District.

2.2 Democratic Leadership Style and Teachers' Performance

Democratic leadership style sometimes referred to as participative leadership. It allows team members to participate in an organization's decision making process (Nguni et al. 2016). Democratic head teachers encourage team work among teachers who plan together, budget and teach collectively for the purpose of completing the school set goal. Nyagaka and Odongo (2023) argues that democratic head teacher promotes what we call "**Bottom-up teacher professional development,**" which involves; study the content and pedagogies together, plan lessons collectively, and conduct action research as a group. However, such surveys were done outside this nation, Uganda. It focused on schools in general. Unlike this study that focused on public schools at secondary level in Uganda, making this research to become worth for investigations.

According to Nyagaki (2023), teachers welcome the democratic or participative nature of leadership style that allows teachers to participate in decision- making, collective setting of goals, making teachers to own the school's state of affairs. This makes them satisfied and feels in control of their own destiny despite their slow motion in performing, the end result is always better performance through covering the syllabus and realizing changed behaviors of the learners. The above research focused and concentrated on qualitative approach, which was purely purposive. However, this study focused on mixed approach, using both simple and purposeful sampling.

Similarly, Oco, (2022); Juntahan (2020) and Kanywa (2022), affirm that democratic leadership style is ideally preferred by the teachers because democratic head teachers create a sense of inclusiveness and togetherness, ideas to be shared as a

team to realize effective performance. In the same vein, schools are composed of wise and intelligent persons who can contribute crucial ideas in the matters of school importance through dialogues (Gitonga, 2022). Additionally, teachers happily use this capacity and opportunity availed to them through participatory approach to advise effectively on academic matters like format of assessing learners, internet installation at school for the purpose of ICT integration in the curriculum that lead to excellent performance of the schools (Kitavi, 2020), creating a gap for the study.

Kosgei, Tanui, and Rono (2018) confirms that a good leader uses practical democratic leadership style to moderate his/her leadership to the level of working together with the employees like support supervision instead of fault-findings. Teachers here participate effectively because their morale is raised, motivated, and their zeal is high to perform. This is in agreement with Ndungu et al. (2019), their study observes that democratic head teachers apply styles that focus on team building, motivation and collaboration with teachers to attain effective performance and ultimately the set school goal. The research took descriptive approach; however, this research was conducted in Mayuge district focused on a cross-section design.

Similarly, Kwasi et al. (2022) says that teachers feel comfortable with democratic leadership style because such democratic head teachers conduct close monitoring and evaluation to improve personal prospects for fulfillment and job performance. This is done by lowering stress, anxiety through guidance and counseling where necessary, clarifying external contributions and teachers' expectations. This alone can make teaching and learning environment conducive (Lubowa, 2022). This prompts teachers to effectively teach through active participation in the school activities, developing positive attitudes towards completing the school goal motivate learners professionally so that learning takes place, assessment and grading of students, promote safe, supportive and inclusive environment for students to feel valued and learn freely.

In addition, Mabonga (2021) notes that democratic leadership style is automatically directive, supportive, and achievement-oriented which creates positive effects on

teachers' performance. Teachers listen to their bosses who provide support to them and appreciate by implementing activity instructions willingly. In connection, teachers' performance improves as head teachers assign equitably varied responsibilities to them (Lochan, 2020). Similarly, Mahadevan (2022) opines that democratic leaders seek consensus in school set up before coming to a decision and everyone is supposed to take ownership in the final decision. Teachers are given opportunities to come up with their solutions for improving classroom experiences while head teachers' role is to listen, being non-judgmental, provide self-awareness and make clarification to teachers and they feel protected (Mbogori, 2022).

According to Boonla et al. (2023), majority of female head teachers commonly use democratic leadership style that encourage collaborative management, staff development, and people-oriented style of management, approachable and raise the issue of equity. All these attributes are liked by teachers which prompt them to perform better and register progressive academic achievements. This is supported by Bansal (2020) and UNESCO (2022), under their research study findings also confirm that female head teachers apply democratic leadership style to manage schools and teachers' effective performance in particular. This reduces gender disparity in education system, maintains equity and social justice in the education service delivery.

Similarly, teachers' performance is encouraged by head teachers' democratic leadership style that establishes conducive overall school atmosphere through delegating, effective communication, team work in decision-making. Head teachers need to use dominantly democratic leadership style alongside other styles to achieve tremendous and effective teachers' performance (Mwove et al. 2023). A leadership style employed by head teacher that focuses on organizational or school's growth through implementing collaborations, inspiring excitement and self-confidence, coaching, mobilizing resources and guiding, paying serious attention to improve employees' efficiency towards achieving objectives of the school, such style is considered to be effective and can cause effective teachers' performance (UNESCO, 2022). Unlike coercive leadership style which is autocratic in nature that accelerates

teachers' tension, anxiety, conflicts and ultimately failure of the education system because teachers may decide to dodge, boycott the duties, instigate the learners to develop negative attitudes towards their head teacher (Wilde, 2023). With regards to the democratic leadership in question, the investigator develops a sense of concern to achieve adequate knowledge on the impact of democratic leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District.

2.3 Servant Leadership Style and Teachers' Performance

Servant leadership is one of the trending leadership theories that are studied by leadership practitioners. The founder of servant leadership Robert Greenleaf (1904-1990) in his seminal work "The Servant as Leader" first published in 1970: It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead (Tugume, 2018). The difference manifests itself in the care taken by the servant first to make sure that other people's highest priority needs are being served. The best test is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (Greenleaf, 1977). In the school environment, servant head teachers believe in "teacher-first mindset," where teachers' emotional satisfaction, motivation and collaboration are encouraged so that they perform effectively by engaging in collective scheming, note making at departmental levels, guidance and counseling sessions to make learners perform better academically, creating a gap for this research.

Greenleaf (1977), did not conduct a study on servant leadership but through his observations of different institutions, the theory was created. Additionally, Watson & Rivera (2016) posits that servant head teachers have a strong foundation of humility yet rational, team work, empowerment, give emotional support to teachers, they prioritize services to team members and value collective decision making to complete school goal. This encourages teachers to be psychologically satisfied and own the school to monitor learners' behaviors, plan lessons and conduct action

research on teaching contents and pedagogies. However, the fore going research by was conducted not in Uganda. It was also not secondary schools focused. It was still conducted almost six years back. These eventually constitute a knowledge gaps that encouraged investigator to carry out similar research with focus in Uganda, to critically ascertain the environment at the ground.

Powell and Beard (2018) and Oyugi and Gogo (2019), observe that Jesus Christ is a relevant example of a successful servant leader. Furthermore, Powell et al. (2018) relates recent leaders like Mahatma Gandhi, Dr. Martin Luther King Junior and Nelson Mandela as the latest examples of servant leadership theory. The above-mentioned leaders are known about their common leadership style which focuses on ‘serving’ their subordinates and their countries at large. This can be manifested also in head teachers who employ servant leadership style by focusing on social, ethical, and emotional wellbeing of teachers, rewarding good performers like corporate wears, food baskets, tours and celebrations (Watson & Rivera, 2016). This compels teachers to opt for effective teaching through observing students, listening to their ideas and explanations and make instructional decisions.

Wurtz (2018) posit that though servant leaders or head teachers are the holders of authority but they persuade teachers to work, have characters of ‘serving’ at heart and indeed teachers perform their duties of behavioral change of the learners through guiding and counseling, promoting critical thinking and creativity among learners by giving them tasks to perform themselves through problem-solving strategy. There is no single measurement in analyzing the servant leadership but there are six dimensions of leadership behavior: “voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence” (Wambugu et al. 2016). So, servant head teachers need to be morally upright by acting as a role model in dressing code and characters, spiritually responsible by promoting faith through chaplaincy sessions at school and have the heart of transforming teachers by encouraging human resource development thus head teachers’ and teachers’ upgrading to suit in the noble teaching profession and help learners to pursue their careers.

Mwove et al. (2023) asserts that servant leaders'/head teachers' role is to support the stakeholders to grow and being innovative. It is observed that servant head teachers support and empower their teachers to improve their careers, problem-solving abilities, autonomy to have morale and social satisfaction in teaching profession. Teachers base on this foundation to have the ability and enthusiasm to adequately prepare lessons, teach, assess and evaluate learners through activity of integration and end of cycle examinations for students' better academic performance as ascertained by Tumutoreine (2023).

Muhamudu et al. (2023) states that servant head teachers have to pay attention to the concerns of their juniors and when they feel comforted, they gain maturity and experiences, plan together, budget allocations and the end result will be effective teaching and syllabus coverage. Additionally, Mustefa (2021) asserts that a high level of trust between head teachers and followers/teachers generates good work environment. The above definitions clarify the importance of prioritizing teachers in an organization/school as a source of effective service delivery and cooperation to have team teaching to increase teacher effectiveness and sharing ideas and experiences in the school.

Fatkul et al. (2021) notes that characterize servant head teachers as: “serving and developing teachers, team building, giving meaningful feedback, consulting and involving others, humility and selflessness, modeling integrity, authenticity, inspiring and influencing teachers to creatively have changed mindset to attend regularly and teach to strive for the shared vision and goal of the school”. Furthermore, Habashy (2016) propose eight characteristics of servant head teachers, these are: “empowerment, humility, standing back, authenticity, forgiveness, courage, accountability and stewardship”. Teachers are encouraged to monitor and supervise the learners' projects and make activity reports. From the above different characteristics and indicators of servant leadership, it is noticeable that this type of leadership is perceived differently by the scholars but its main feature is ‘service’. Therefore, rendering the best service should be a priority for all public and private

schools. Ghalem (2016) asserts that servant leadership is strongly related to Ubuntu leadership theory.

Farooq, Dilshad and Qadir (2022) assert that when servant leadership is combined with ethical behavior, it results to an improvement in head teachers' and teachers' ethics within an organization/school. This helps teachers to ethically conduct himself/herself before learners while teaching and guiding them. According to Northhouse (2016), servant head teachers focus on ethical issues and the way they support and protect teachers is of greater importance towards teachers' performance via students' involvement in problem-solving and school development academically, society and community as a whole.

Oyugi and Gogo (2019) posits that all organizations/schools are opting for leadership styles that take good care of employees/teachers instead of traditional top-down leadership styles like autocratic. If organizations or schools can combine servant leadership with ethical leadership as they are both practiced through humility and integrity, employees'/teachers' work ethics could be promoted. Similarly, Nyenje and Nkata (2016) asserts that servant leadership and transformational leadership are both committed and passionate with work but their exercises are different in a way that servant head teachers prioritize the psychological and emotional needs of their teachers and satisfy them to handle and shape learners with care whereas instructional heads focus on capability of leadership and commands which teachers' performance turn to be short lived.

Romila (2024) and Cerit (2010), posit that other leadership theories like autocratic and laissez-faire head teachers, do not address selflessness and humility towards teachers as they are instilled by servant head teachers. Saima (2022) assert that traditional leadership styles employed by head teachers command and prioritize duty management than people or teachers, while servant head teachers target on the relationship between leaders and subordinates for the success of school goal completion like collective active participation in continuous assessment and grading of students under guidance of head teacher for effective teaching. The nature of

servant leadership separates it from other leadership theories in a way that the leader head teacher is the one who serves, guides and protects the subordinates.

However, previous studies such as Powell and Beard (2018) and Rosing et al. (2022) argue that there is no clear definition of servant leadership. Similarly, Northhouse (2016) contend that scholars have not yet reached the agreement about the common definition of servant leadership theory. Nevertheless, head teachers need to value and support their subordinates to create safe, supportive and inclusive teaching/learning environment for teachers to deliver services like carrying out practical lessons and field excursions make reports so that effective teaching and educational standards are achieved (Odongo and Raburu, 2016). It is observed that servant head teacher overlooks authority at the expense of ensuring proper service delivery in the school for the purpose of meeting the set goal. The research took descriptive approach; however, this research was conducted in Mayuge district focused on a cross-section design.

On contrary, several studies such as Lopus (2018); Jaudian (2019) and Gergen (2006) as cited by Northhouse (2016), argue that servant leadership theory leaves out significant leadership tasks like, steering, setting targets, designing of vision and mission of an organization or a school. The use of “value push,” servant leadership theory is hardly applied by servant head teachers, (Northhouse, 2016). Furthermore, Oyugi and Gogo (2019) argues that servant head teacher lacks knowledge of social power instead he/she over works to the extent of getting tired and stressed. This is possible because some available literature regards servant leadership style as “selfless-service,” implying that head teacher extends service to teachers, students and support staff members who need help.

However, Servant leadership style promotes togetherness and collaborative approaches of problem-solving in schools. In 2020, Cerit conducted a study about the results of servant leadership and organizational commitment in Turkey’s primary schools. The findings show that principals who practice servant leadership relate positively with teachers which results in good organizational/school commitment by

all the stakeholders (Cerit, 2020). It is recommended that principals/head teachers should adopt servant leadership theory for the betterment of teachers' performances (Orace et al. 2021; Cerit, 2020). When head teachers show support and care to their subordinates, team spirit will be improved via note making, scheming, inspiring learners and realize timely syllabus coverage.

According to Obilor (2020), servant leadership theory has an element of being implemented without being recognized by the stakeholders. Owundo (2017) conducted a study on preferred leadership style between servant leadership and authoritative leadership in primary and secondary schools at Singapore. The study revealed that servant leadership style is the most favored and it is displayed through good power handling. However, Zhang et al. (2022) argue that servant leadership is only taught in tertiary institutions. There are no workshops that are conducted by the Department of Education to equip the staff members who are already in the teaching field. This observation needs attention even in Bunya South County in Mayuge District to train head teachers and teachers for better service delivery and general improvement in educational standards.

A successful implementation of servant leadership theory may impact on ethical environment within an organization/school. This can help to foster discipline among teachers and students in the school. Zhang et al. (2022) also conducted a study to assess if ethical environment in the educational Institutions is caused by the servant leadership style that was used by the directors. The findings of the study show that servant head teachers' exhibit ethics and teachers follow suit towards their learners to promote discipline as it is the key to success (Mwove et al. 2023). Work ethics plays a vital role in the originality of work done by ethical workers or teachers in the school.

Further still, Wambugu et al. (2016) asserts that servant leadership includes perseverance whereby the head teachers encourage team members by focusing on the fruitful outcomes that motivate teachers of school and gain morale to teach. Through application of servant leadership theory, school principals/Head teachers can be assisted in focusing on teachers and be able to recognize their unique talents

for the purpose of allocating duties like music, Dance and Drama (MDD), Games and Sports departments. Tumutoreine (2023) suggests that the school principals should implement servant leadership theory to achieve effective teaching from their subordinates.

Wale et al. (2023) posit that students' positive attitudes towards their studies are a reflection of their teachers' commitments and servant hood in their work of sensitizing, assessing and evaluation, assigning tasks to learners. This study aimed at evaluating the implementation, level and relationship among teachers' servant leadership, students' learning involvements, and academic achievement in the Ethiopian Higher Education System (Wale et al. 2023). The interviews and observation results revealed that teachers are constantly dedicated to their work and they are supportive to their students by inculcating knowledge of creativity, critical thinking, innovations and inventions. However, students are slowly improving even though they are still relying much on their teachers which improve academic engagement of learners. Additionally, Ssempala et al. (2019) found that students' academic achievements strongly rely on teachers who practice servant leadership while teaching and guiding them. This shows that teachers should apply servant leadership theory as an instrument of achieving good results.

In 2022, a narrative study was conducted about the leadership style for the principal of a well performing primary school in South Africa (Perry, 2012). The study revealed that head teachers who use servant leadership style live servant hood without expecting recognition as autocratic leaders do but their priority is on assisting others to shine through acquiring leadership experiences and in the long run, indirectly these attributes benefit both head teachers and their followers and meet the set school goal. In the education sector, Schilke (2023) conducted a study about the implementation of Batho Pele principles in the District office of the Department of Education. Batho Pele principles are used as an instrument of servant leadership, (Schilke (2023), as required by Public Service Act, (Proclamation 105 of 1994). The study revealed that servant head teachers are more effective than head teachers

who employ other leadership style for instance in support supervision of teachers versus default finding supervision done by autocratic leaders.

Servant head teachers develop team spirit and sharing the same vision through dedication, planning together, Budget processing and implementation is done as a team, challenges like mistrust, suspicion, strikes and instigations will be minimal instead effective teaching will be implemented (Oco et al. 2022). In the same vein, Odongo and Raburu (2016), in their study which was conducted in Durban Home school found out the challenges that hinder the smooth running of the schools such as financial challenges, understaffed, lack of proper supervision and no consultation. The study suggested that servant leadership style should be adopted through consulting subordinates, supporting them financially, job creation, training employees/teachers about the importance of quality service delivery outcomes, promotion of communication which creates social satisfaction of teachers, hence effective teaching (Obilor, 2020).

Odongo and Nyagaki (2023) conducted a study in Eastern Cape in view of the consequences of servant leadership towards the performance of teachers. The study discovered that servant head teachers have a significant impact on teachers' performance in all aspects like financial management, students' care, teaching and learning, innovations and inventions practical skills imparted into learners towards school development. Romila (2024) recommend that leaders or head teachers should provide service and emotional support to their subordinates for the achievement of great results in the academic performance. The above findings show that servant head teacher is enhanced by being selfless and spiritually present to your subordinates (Qi et al. 2020).

Employees/teachers improve their productivity if they feel valued by their head teachers; they aim on returning the favor, excellent academic performance and conceptualization of the vision, mission and the goal of the school (Owundo, 2017). Though, servant attributes and values strengthen the relationship and capacity of head teachers to boost teachers' loyalty, trust, and effective performance, servant

head teachers can be stressed as they shoulder almost all the needs of their team members (Odongo and Nyagaki, 2023). With regards to the servant leadership in question, the investigator develops a sense of concern to achieve adequate knowledge on the impact of servant leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District.

In summary, the literature review puts emphasis on the head teachers' leadership styles thus autocratic, democratic, servant and others that influence teachers' performance differently, depending on their applicability by head teachers as revealed by several previous research studies. However, these studies were carried out in different districts beyond boundaries of Mayuge district which needs deep investigation about the same. The effect of each of these leadership styles on teachers' performance seems to be varied in nature and very important to shape the future of any school. However, the researcher has reviewed literature from different sources of the studies but many of them concentrate on international levels, on different virtues of head teachers and teachers. Little attention was given to teachers' performance versus head teachers' leadership styles. Still, even those studies carried out on head teachers' leadership styles on teachers' performance, they did not involve Directors of private schools who could give necessary data. So, the researcher intends to base on this gap and carry out the study at local level in Bunya South County in Mayuge district, Eastern Uganda, on how head teachers' leadership styles influence teachers' performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels. It considered data collection procedures, data collection instruments, quality/error control and strategy for processing, analysis and interpretation, ethical considerations and approvals, and finally, study methodological constraints.

3.1 The Research Design

The researcher employed a cross-sectional survey design to guide the study. Both the qualitative and quantitative techniques of collecting and analyzing data were used. Qualitative techniques was applied on the data collected using interview guide and focus group discussions while quantitative techniques was applied on data collected using questionnaires (Bruce, 1999). The use of the two approaches based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Amin, 2005 and Bruce, 1999). This research design was used because it is relatively quick, easy and appropriate as it can be used to describe beliefs, opinions, values and attitudes of the sample population.

3.2 Area of Study

The study was conducted in ten(10) selected both government and private secondary schools located in Bunya South County in Mayuge District, Eastern Uganda. Bunya South County is rural-based comprised of six sub-counties which include; Malongo, Jaguzi, Kityerera, Busakira, Bugadde Town Council and Bwondha Town Council, (MDLG, 2018). This county is bordered by Bunya West and Bunya East Counties to the North, Lake Victoria to the South, Bunya west county to west and Bunya East County to the East, (MDLG, 2018). Bunya South County has 33 Parishes with a total population of 190,524 People (UBOS, 2014). This area of study comprises of 13 total secondary schools, two (2) Government aided schools namely; Kaluuba High School and Malongo SS and eleven (11) Private secondary schools namely; Little Rock High

School, Kityerera Ark Peas High School, Alliance High School Bugadde, Bugadde Elite High School, Bugadde Excel SS, Jaguzi SS, Malongo Ark Peas High School, Malongo Hands of Love SS, Bwondha SS, Buluuta Light SS and Conquerors SS Bugadde. The area is chosen because of continued poor academic performance in secondary schools (MDLG, 2018). The area is also accessible to the researcher which helps to lower the would be high costs to meet several transport and other expenses.

3.3 Information Sources

The researcher utilized primary sources of information.

3.3.1 Primary Sources

The researcher collected primary data by use of interview guide, questionnaires and focused group discussion. The researcher designed questionnaires in form of a likert-scale. Primary data tools were fairly disseminated to District Inspector of Schools (DIS), Head teachers, deputy head teachers, Directors and teachers to solicit for first-hand information.

3.4 Population, sample size and Sampling techniques

3.4.1 Population and sample size

The target population of the study was 451 respondents of whom 126 sample sizes were considered. These participants constituted of Inspector of Schools, head teachers, Directors of selected private secondary schools, deputy head teachers and classroom teachers in Bunya South County in Mayuge district (Mayuge District Education Report, 2023). The total number of schools is 17 both private and public secondary schools that seem to be directly affected by head teachers' leadership styles and their effect on teachers' performance. The researcher simple randomly selected ten (10) secondary schools; five (5) government and five (5) private schools. The sample size schools and respondents to be used in this study were adapted from Morgan and Krejcie (1970), as cited in the Bukhari (2021). The researcher considered both male and female participants for the purpose of being gender sensitive.

3.4.2 Sampling Techniques

Sampling techniques can be significant in providing ideas of selecting samples. Sampling technique gives a basis where a study sample can be obtained and to have a high quality selection. The researcher hopes to base on purposive and simple random techniques. Purposive sampling was used by the researcher to choose the Inspector of schools, head teachers, deputy head teachers and Directors. The researcher purposively selected these participants from their offices or destinations due to their unique status and characteristic. These respondents were interviewed to provide relevant qualitative data.

Simple random sampling was used to select teachers and sampled schools. To avoid bias, the researcher may apply democratic approach by writing pieces of paper as ballots to be picked by teachers at each school. The number of papers was equivalent to the required number of teachers in each school who tended to be ten (10) teachers in each school. The papers bearded; one set a tick, the teacher who picked it qualified to participate while the ones who picked another set with across did not participate in answering the questionnaire. Alternatively, the researcher decided to select teachers basing on their professional characteristics (Sanders, 1997). The researcher hoped to use a proposed summary of sample size and sampling techniques of the study that acted as a guide as tabulated below:

Table 3.1: A proposed summary of the sample size and sampling techniques

Category of participants	Total population	Population sampled	Sampling technique
Schools	13	10	Simple Random
Head teachers	13	10	Purposive
Deputy H/TRS	13	10	Purposive
Directors	11	08	Purposive
Teachers	404	100	Random
Grand Total	441	128	All

Source: Adopted from Murtaza (2022), and moderated by the researcher.

The researcher sampled 128 participants from the 10 selected secondary schools; eight (08) private and two (2) government schools. The category of participants included; 10 head teachers, 10 deputy head teachers, 8 Directors from private secondary schools, and 100 teachers. This sample of 128 participants was chosen from 441 target population that was adequate representative for the study as per the table of samples above (Sekeran, 2003).

3.5 Data Collection Methods and Tools

The study was guided by mixed methods where qualitative and quantitative data was gathered. The tools of data gathering included interview guides, questionnaires and focused group discussions.

3.5.1 Interview Guide

The researcher interviewed the head teachers, Deputy head teachers and Directors of the private schools to solicit for qualitative data. The interaction was face-to-face discussion that elicited oral verbal responses from the respondents. The interview guide was structured or contains open ended form of questions to be used to explore participants' experiences and in-depth explanations about head teachers' leadership styles and teachers' performance. It was used to observe the characters and behaviors of the respondents. Interviews were done through personal contacts or telephone in case face-to-face interviews failed due their busy schedule. Each interview was conducted for 20 to 30 minutes in the offices of the school heads. This helped the researcher to save time.

3.5.2 The Questionnaire

The researcher designed a questionnaire guide tool basing on likert scale. This was used to obtain quantitative data from individual teachers as respondents on five-likert scale of 5-Strongly Agree; 4-Agree; 3-Not certain; 2-Disagree; 1-Strongly Disagree. The questionnaire was pre-tested by experts of the field to correct ambiguity and inconsistencies before administered for the actual data collection. The

researcher used questionnaire to collect data from the 100 simple randomly selected teachers concerning influence of head teachers' leadership styles on teachers' performance. The questionnaire contained a section of demographic profile/background data and other detailed information which had alternative questions. The questionnaire was designed using simple language and instructions that were clearly indicated to guide the respondents on how to approach and answer questions. Given the open-ended nature of the questionnaire of some items, this helped the respondents to have freedom to give information in details (Creswell, 2018).

3.6 Variables and Indicators

3.6.1 Variables

Creswell (2018) asserts that a variable is a measurable feature that assumes different values among the subjects. There are classifications of variables which include; dependent variable and independent variables (Karl, 2021). This study used head teachers' leadership styles as independent variables and teachers' performance as dependent variables.

3.6.2 Indicators

The head teachers' leadership styles are to be indicated by the features of democratic, laissez-faire and autocratic with their influence on teachers' performance as grades, syllabus completion, schemes of work, students' assessment and evaluation records, regular attendance, lesson plans, activity reports, guidance and counseling records.

3.7 Measurement levels

The researcher intended to use a five (5) point likert scale with the following descriptive opinions; 5-strongly agree, 4-agree, 3-not certain, 2-disagree, 1-strongly disagree to measure the opinion of the respondents about the stated independent and dependent variables. The study used nominal scale to describe numbers. The

ordinal and interval or ratio scales were needed to ascertain the central position of the data collected from the field. The measurement levels were based on multi-variable analysis (MVA) which provided opportunity to observe and analyze more than one variable outcome of the study.

3.8 Quality/error control

The study was guided by validity and reliability of instruments as below:

3.8.1 Validity

Validity is defined as a measure of standardizing the research instruments to be accurate and consistent for the purpose of giving intended results (Amin, 2005). The validity of the instruments in this study was guaranteed through; several tests of the questionnaires to the same item time to time. The questionnaires' pilot test was done among teachers who were selected outside sampled schools in Bunya South County to determine content validity index. Discussions with fellow masters' counterparts and other experts in research studies as well as my supervisor who examined the correctness of the questionnaires and made adjustments where necessary to ensure accurate data collection. For data validity, the researcher availed the draft to experts for review. Pre-testing also helped in estimating the time it eventually took in filling the questionnaires, the relevancy of these set-questions, and questions' accuracy to measure the study subject.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of Item}}{\text{Total Number of Item}}$$

Where, each of this questionnaire comprised of 43 items.

$$\text{Total items} = 43 \times 10 = 430$$

$$\text{Invalid items} = 55$$

$$\text{Relevant items} = 430 - 55 = 375$$

$$\text{CVI} = 375/430 = 0.87$$

The tool was valid since the CVI was 0.85, which was far above 0.7; which is the recommended value for the validity. Results from the field also helped in identifying gaps and making modifications to the tools only where it was necessary.

Table 3.2: Validity and Reliability Test Results

Variables	CVIs	Cronbach's alpha values	No. of items
Autocratic leadership style	0.80	.816	7
Democratic leadership style	0.79	.804	7
Servant leadership style	0.79	.807	7
Teachers' performance	0.81	.824	7

Source: Primary data (2024)

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection. Similarly, the questionnaires items were also constructed such that they were related to the set-questions to ensure that the questions were well covered. Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.8.2 Reliability

The researcher intended to establish the reliability of instruments by carrying out a pre-test study of the questionnaire. The pilot study used was Cronbach's Alpha method. This involved collecting responses from some few respondents to determine inter-item reliability co-efficient (Gesa, 2015). The Cronach's Alpha reliability coefficient was achieved by using Statistical Package for Social Scientists (SPSS) to have a quantitative test. After pilot testing the instrument, reliability of the

instrument, on multi-item variables was tested using the Cronbach’s Alpha Method to provide by Statistical Package for the Social Scientists, and this was conducted among 10 respondents.

Table 3.3: Instrument Reliability

Variables.	No. of items.	Cronbach Alpha Co-efficient
Autocratic leadership style	10.	0.78
Democratic leadership style	10	0.82
Servant leadership style	08	0.89

Source: *Primary data (2024)*

The Cronbach’s alpha coefficients as indicated in Table 3.2 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

3.9 Procedures of Data Collection

The researcher hoped to obtain an introductory letter from the Research Ethics Committee, School of Education, Uganda Christian University (UCUREC) to have the mandate and ethical guidelines to follow in the study. The researcher used this letter to seek permission from relevant authorities including District Education department of Mayuge and other participants. After obtaining the relevant permission to administer the instruments, the head teachers of the selected secondary schools were contacted either physically or phone calls because they are the ones used in the study and to give the researcher authority to meet the teachers in their respective schools. After the acceptance, the researcher looked for the initial contacts of the participants to explain and clarify the objectives of the research study and giving them assurance of confidentiality. The researcher fairly distributed questionnaires to the teachers and arrangements were made at the same time to collect the completed questionnaires or at later date. The researcher made appointments with Inspector of schools, head teachers, deputy head teachers and Directors to make programs for interviews.

3.10 Data Analysis and Interpretation

The data collected was laid down before the analysis. This was to make sure that the researcher obtained the relevant data expected for making the analysis. This study intended to present qualitative and quantitative data analysis approaches in nature. Qualitative data collected from Inspector of schools, head teachers, deputy head teachers and Directors was analyzed by use of themes. This thematic data analysis was used following the steps of recording data with the consent of the respondents, transcribe the recorded data, and group the responses basing on their respective themes and objectives of the research study. The use words for better description of patterns, trends, values, opinions and contributions on head teachers' leadership styles and teachers' performance that exist in the gathered information to be systematic and create more insight about the research topic.

Quantitative data analysis approach was coded to capture responses in numerical form for easy interpretation. Code book for various quantitative variables were organized basing on the questionnaire serial numbers for easy references. The work was edited several times to avoid information missing and repetitions. The data summarized to answer the research questions and objectives of the study. After realizing that the data is accurate and systematic, was entered using a computer into the Statistical Package for Social Scientists (SPSS) Software/ program. Relatedly, Mugenda and Mugenda (1999), advise that content analysis can be done to focus on leadership styles and teachers' performance. The researcher Pearson correlation regression statistical approaches to analyze data in determining relational variable changes. Thus the relationship between head teachers' leadership styles and teachers' performance.

3.11 Ethical Considerations and Approvals

To address legal ethical concerns, this can help to observe research norms and avoid common mistakes. A number of ethical issues that need to be dealt with are ethical clearance, confidentiality, consent of participants, and Plagiarism, Deception and Anonymous issues as below:

Authority letter was issued from the school of Education, Research Ethical committee (REC), Uganda Christian University. This was authorize and ensured ethical clearance to the researcher to conduct the research study. The researcher sought permission from District Education Officer (DEO) of Mayuge district and Head teachers of the selected secondary schools to carry out the study.

The researcher ensured a lot of privacy of the respondent and confidentiality while handling the information given by the respondents. The researcher explained to the participants that the study was conducted while observing the laid down data privacy Act and regulations in research design. This helped to obtain reliable, valid and authentic data. For the purposes of anonymity, Codes or set of numbers were used instead of participants' initials or names. This ensured that teachers' identity, dignity, integrity are considered and kept confidential. The information obtained was used for research purposes only, stored electronically and never to be exposed out for any reason. Plagiarism was avoided by citing and referencing authentic and relevant sources of literature within the study contents. And the aspect of deception, the researcher accurately explained the purpose and specific objectives of the study. The Investigator was honest not to make empty promises of incentives, compensation and risk allowances to be given to the respondents. Before data collection, the researcher prepared the informed consent form that was given to the respondents to solicit their willingness to participate in the study. Participants were asked to sign and retain a copy for future reference.

3.12 Inclusion and Exclusion Criteria

3.12.1 Inclusion

The researcher intended to be gender sensitive. He involved male and female respondents among the inspector of schools, head teachers, directors and deputy head teachers who were purposively selected. The teachers were simple randomly chosen from the selected private and government secondary schools.

3.12.2 Exclusion

Students and support staff members were excluded from this study. Members of the schools' governing bodies such as board of governors' members and PTA executives also were not included to participate in the study.

3.13 Methodological Constraints

The study was limited by the following constraints:

Busy schedules of the head teachers, directors of private schools seemed to challenge the researcher in terms of inconsistency in interview schedule due to administrative issues. This did not allow the researcher to access expected data in time. To minimize this challenge, the researcher had to frequent them and made phone calls to agree on convenient days for such study interview programs.

The researcher experienced slow return of the questionnaires by the respondents. This was solved by making longitudinal follow-ups by the researcher through phone contacts, sending simple verbal messages or paying a visit to their offices to collect the completed questionnaires.

Some teachers seemed to be lazy, unco-operative and not open to respond to the questionnaires for the purpose of their job security given the fact that the topic is sensitive. In anticipation to this, the researcher gave assurance to respondents that confidentiality and integrity was guaranteed. Alternatively, the researcher agreed with teachers to meet in their convenient and academically recommendable venues.

Time constraints tend to put pressure to the researcher through chasing a publication deadline and hand in (Warner et al. 2019). The researcher being aware of the limited time, worked within the stipulated work plan.

Financial constraints were also faced by the researcher since area of study was wide, meeting the expenses of transport costs, data, Airtime and scholastic materials. To this effect, the researcher looked for funds to finance and facilitate the research study.

In conclusion, the topic of head teachers' leadership styles and teachers' performance in secondary schools in Bunya South County in Mayuge district had been reviewed and the previous research studies shade light about leadership styles such as democratic, autocratic, laissez-faire and others. Studies show how the styles are applied by head teachers like delegating, communicating, empowering teachers, guiding, collaborating, monitoring and evaluation, supervision, instructing and other ways to cause either positive or negative impact on teachers' performance through embracing effective teaching/learning in schools though others dodge, strike and undermine their bosses (Murtaza, 2022; Ahmed, 2021). Despite all the efforts, Bunya South County secondary schools have not been studied and little is known about the influence of head teachers' leadership styles on teachers' performance. Yet poor performance was the order of the day, hence the need for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the findings of the study. The study aimed at examining the influence of head teachers' leadership styles on teacher's performance in selected secondary schools in Bunya County, Mayuge District. The objectives of the study were; to assess the impact of autocratic leadership style on teachers' performance, to ascertain the effect of democratic leadership style on teachers' performance and to evaluate the influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge district. This section presents the response rate and the demographic characteristics of the respondents. This included personal information relating to the Age, gender, academic qualifications and length of employment.

4.1 Response Rate

The researcher started by ascertaining the response rate from both the interview and the returned questionnaire before undertaking the analysis in order to ensure that the findings are representative of the sample (Mugenda & Mugenda, 2003). Initially, 10 head teachers, 10 Deputy Head teachers, 08 Directors were planned for interviews. However, 02 Head teachers and 02 directors did not participate in the interviews. Similarly, 100 teachers were targeted for the questionnaires and they all participated as shown in table 4.1 below;

Table 4.1 Response Rate

Category of Respondent	Sample Size	Actual no. of Respondent	Percentage
Teachers	100	100	100%
Deputy Head-teachers	10	10	100%
Head teachers	10	08	80%
Directors	08	06	75%
Total	128	124	96.8%

Source: Primary Data

Table 4.1 above indicates that 100 teachers answered the close ended questionnaires of the study giving a response rate of 100%, all the 10 Deputy head teachers (100%) participated in the open ended interviews while 08 out of 10 (80%) Head-teachers and 06 out of 08 Directors (75%) participated in the open ended interviews. This shows that 124 respondents participated in the study out of 128 respondents who were planned for the study. This gave an overall response rate of **96.8%** which is a reliable percentage to establish the findings. This was in line with Baruch and Holton (2008) and AAPOR (2011) who recommend that a response rate of pre-determined survey questionnaires should be above 80%.

4.2 Demographic Characteristics of Respondents

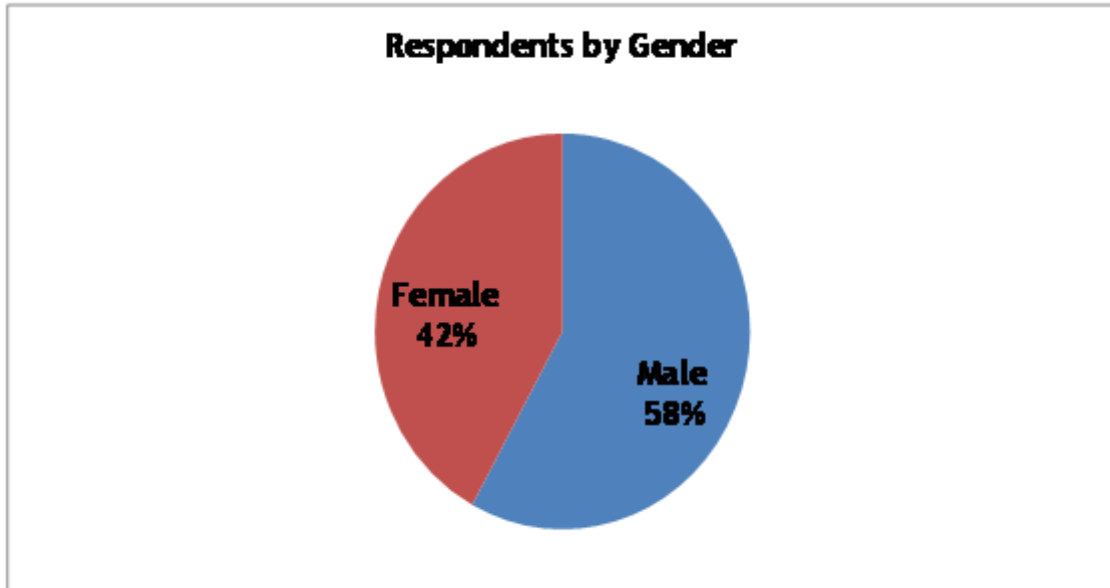
Kasekende (2014) and Kirtiraj (2012), recommend that demographic characteristics of respondents should be analyzed in order to get a general mental and physical picture of the sample and obtain a clear understanding of the respondents' perceptions of the concepts under study.

Bearing this in mind, the researcher analyzed demographic characteristics basing on gender, age groups, level of education and length of service. This information is presented for only the 100 primary respondents (teachers) who filled the questionnaires.

4.2.1 Respondents by Gender

The researcher intended to determine the distribution of the respondents by their gender to assess participation in the study for each sex and the findings are shown in the pie chart below.

Fig 4.1: Pie-chart showing Respondents by Gender



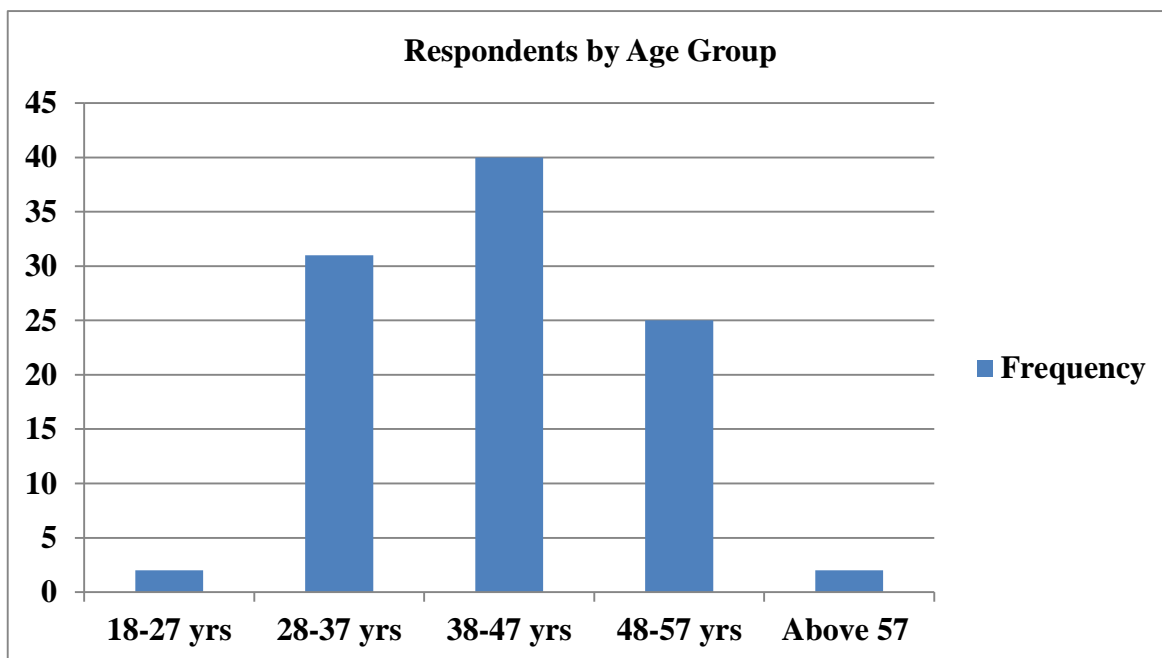
Source: Primary Data

Figure 4.1 above indicates that majority of the primary respondents 58 constituting 58% were males as compared to the 42 constituting 42% who were females. The above analysis suggests that there were more male teachers in selected secondary schools in Bunya South County, Mayuge District than their female counterparts. This revelation contradicts with Kazi et al. (2013) who assert that “the bulk of statistics around the world consistently confirms that teaching profession is predominantly held by the feminine gender”. This contradiction may be resulting from the hard-to-reach nature of Bunya South County and the absence of adequate teachers’ houses in secondary schools in Bunya South County, Mayuge District.

4.2.2 Respondents by Age Group

The study also sought to establish the distribution of the respondents by their age groups to assess participation in the study for each age group and the findings are shown in the bar graph below.

Fig 4.2: Bar graph showing respondents by age groups



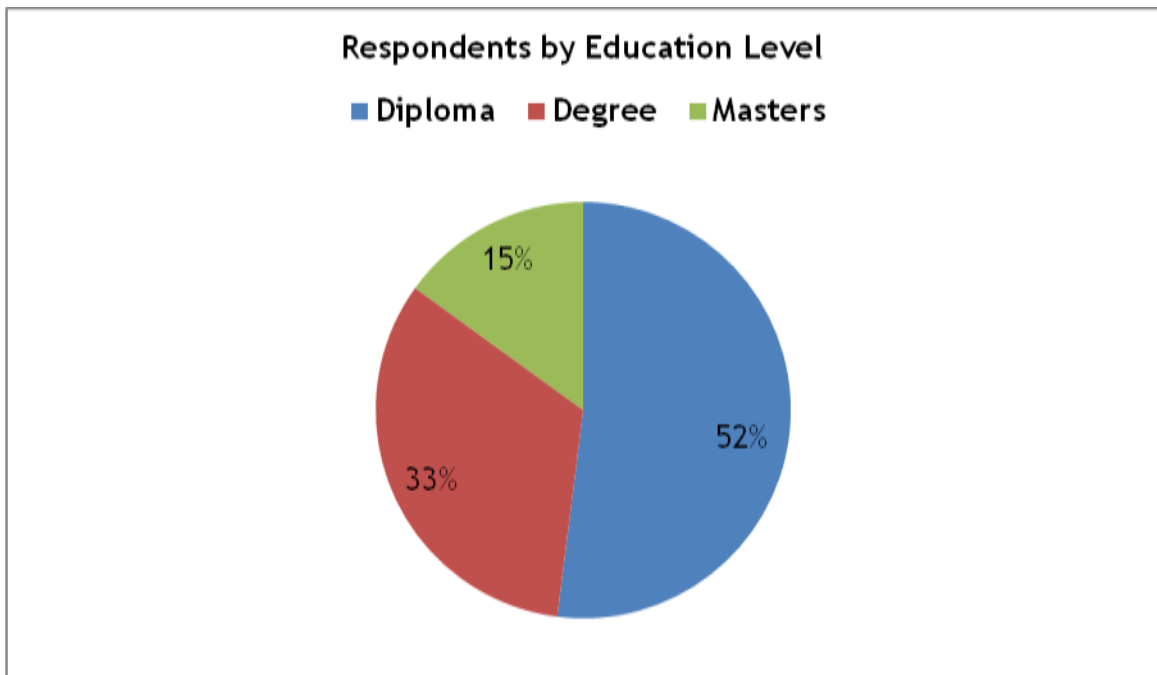
Source: Primary Data

As shown in figure 4.2 above, the study found out that the majority of the respondents, 40 (40%) belonged to the age bracket of 38-47 as compared to 31(31%) that belonged to the age bracket 28-37, 25(25%) who belonged to age category of 48-57 and 2(2%) who were 18-27 years and 2(2%) who were above 57 years. It can be observed from the above findings that majority of the teachers from the selected secondary schools in Bunya South County, Mayuge District are above 27 years by age, old enough to understand the challenges facing secondary schools in the Sub County. With their experience, they were able to give realistic information on the subject matter for generating reliable data.

4.2.3 Level of Education of Respondents

Data on the education level of the respondents was also collected to gauge their ability to answer the questions raised during the study and the findings are shown in the pie chart below.

Fig 4.3: Pie chart showing respondents by level of education



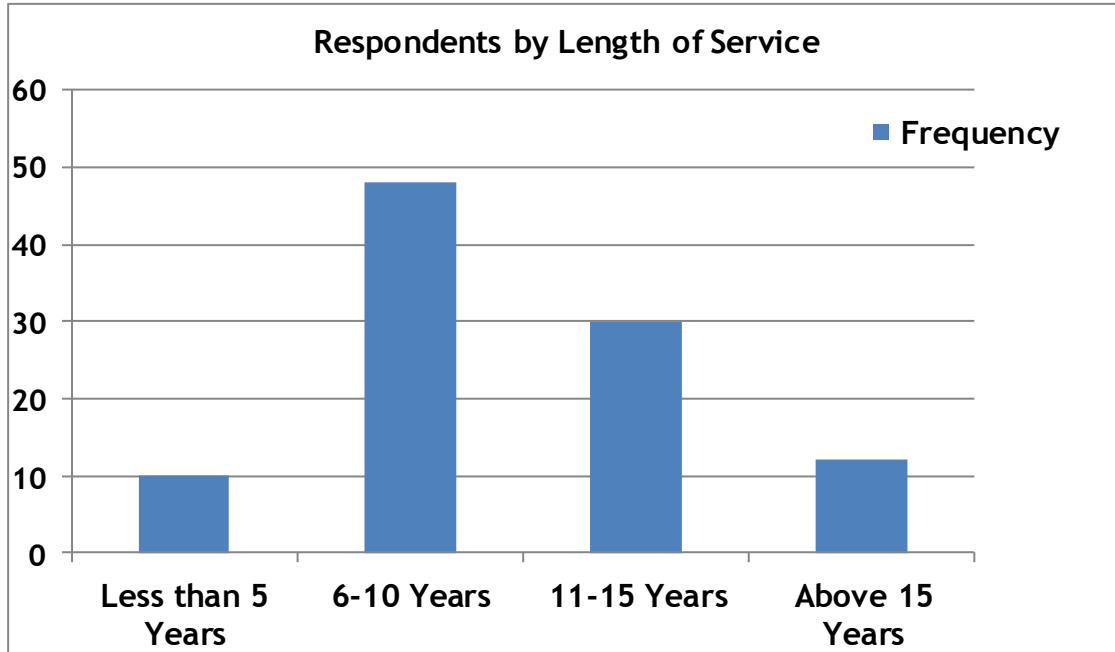
Source: Primary Data

Figure 4.3 above indicates that there were more respondents with Diploma qualification (52) 52% as compared to Degree holders (33)33% and 15(15%) with Masters. It can be concluded from the above that most teachers from the selected secondary schools in Bunya South County, Mayuge district met the basic qualifications to work in their schools and had sufficient knowledge to understand and gave credible information to enrich the research subject.

4.2.4 Length of service of Respondents

Respondents were further tasked to specify their length of service in their respective schools to assess their understanding of the influence of head-teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County, Mayuge District and the findings are shown in the bar graph below.

Fig 4.4: Bar Graph showing number of Respondents by length of service



Source: Primary Data

Figure 4.4 above indicates that majority of respondents 48(48%) had served for a length of between 6-10years, 30(30%) had served for 11-15 years while 12(12%) had served for over 15 years and only 10(10%) had served for less than 5 years. The above findings implies that the biggest number (90%) of teachers in the selected secondary schools in Bunya South County, Mayuge district had reliable working experience in their positions, hence they were knowledgeable enough about the Schools in Bunya South County. Thus, their experience enabled them to give reliable information on the variables under study.

4.3 Analysis of the Influence of head-teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County

The study employed quantitative and qualitative methods to obtain data on this main objective. Closed ended Questionnaires were distributed to the teachers to obtain their various views on the influence of head-teachers' leadership styles on the teachers' performance in the selected secondary schools in Bunya South County in Mayuge District. Furthermore, open-ended questionnaires were used to generate

data on the same objective from the Directors of Schools, Head teachers and the Deputy Head-teachers in order to establish a comprehensive understanding of the subject under study.

The findings from the closed ended questionnaires were subjected to quantitative analysis and regression analysis to establish the degree and direction of relationship between head-teachers' leadership styles and teachers' performance and establish whether head-teachers' leadership styles have impact on teachers' performance.

4.3.1 The Impact of Autocratic leadership style on teachers' performance

The first objective of the study was to assess the impact of autocratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District. Under this objective, the researcher intended to find out the level of autocratic leadership among the head-teachers of the secondary schools in Bunya South County in Mayuge District and whether it has an impact on teachers' performance in the County. The researcher asked the primary respondents (teachers) to do a self-rating on autocratic leadership style on a total of 6 statements, which were based on a 5-point likert scale that ranged from Strongly Agree(5) to strongly disagree(1) in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item percentages and means. The descriptive statistics are therefore presented in table 4.2 below:

Table 4.2: Descriptive Statistics on Autocratic leadership and teachers' performance

Statement	SD <i>f</i> (%)	D <i>f</i> (%)	N <i>f</i> (%)	A <i>f</i> (%)	SA <i>f</i> (%)	M	S. Dev
In my school, instruction to follow timetable which is strictly supervised, encourages teachers to complete academic syllabus in time.	0 (0%)	0 (0%)	1 (1%)	59 (59%)	40 (40%)	4.39	.767
In my school, lack of teamwork & consensus for academic planning and assessment leads to low morale of the teachers hence poor academic performance.	0 (0%)	0 (0%)	0 (0%)	55 (55%)	45 (45%)	4.45	.667
In my school, commands, too much authority and control misguide the subordinates and accelerate bitter relations.	0 (0%)	1 (1%)	2 (2%)	65 (65%)	32 (32%)	4.28	.853
In my school, teachers tasked to assess learners monthly helps to meet students' demands timely.	0 (0%)	0 (0%)	0 (0%)	40 (40%)	60 (60%)	4.40	.834
In my school, teachers are commanded to go to class even if are not on the timetable but we want results.	15 (15%)	25 (25%)	0 (0%)	40 (40%)	20 (20%)	3.25	.992
Summary(Overall)						4.15	.822

Source: Primary data

In the view of the impact of the head-teachers' practice of autocratic leadership style in selected secondary schools in Bunya South County in Mayuge District, table 4.2 above indicates that there was average agreement regarding the impact of autocratic leadership on teachers' performance. This is generally indicated by the

mean values of all statements in this scale being above 4 except in only one statement and the high average mean value of 4.15 and standard deviation of less than 1.

To begin with, the researcher sought to find out whether instructions to follow timetable which is strictly supervised, encourages teachers to complete academic syllabus in time. There was agreement from the respondents that instructions to follow timetable which is strictly supervised encourages teachers to complete academic syllabus in time as this was revealed by the majority (99%) of the respondents (as indicated by Mean 4.39 and standard deviation .767). This could be attributed to the mere fact that teachers in selected secondary schools in Bunya County, Mayuge District require strict and close supervision if best performance is to be realized for improved academic performance.

Further still, lack of teamwork & consensus for academic planning and assessment leads to low morale of the teachers hence poor academic performance was 100% supported by the respondents as further supported by (as indicated by Mean 4.45 and standard deviation .667). This implies that teamwork among teachers is a key factor in academic planning and assessment since it boosts morale among teachers in selected secondary schools in Bunya South County which leads to improved academic performance.

The researcher also sought to establish whether commands, too much authority and control misguide the subordinates and accelerate bitter relations. Majority of the respondents (97%) were in agreement with this statement and this was supported by (as indicated by Mean 4.28 and standard deviation .853). It can be drawn from these findings that subordinates like teachers in selected secondary schools in Bunya South County in Mayuge District don't perform well when their superiors (head-teachers) use much commands, authority and control as this misguides them and leads to low morale hence creating bad relationships with them which in turn results into poor academic performance.

Regarding whether teachers who are tasked to assess learners monthly helps to meet students' demands in time. The respondents were in total support with the statement as this was revealed by the maximum percentage of the respondents supported by (Mean 4.40 and standard deviation .834). This implies that regular and timely assessment of learners helps to reduce idle time and enhances timely coverage hence improving both teachers' and academic performance in selected secondary schools in Bunya South County, Mayuge District.

Finally, on whether teachers are commanded to go to class even if are not on the timetable but we want results. The respondents had varying responses on this statement; 40% of the respondents were in disagreement and a bigger percentage (60%) was in agreement with the statement (as indicated by Mean 3.50 and standard deviation .992). This implies that most teachers in selected secondary schools in Bunya South County are forced to go to class even when they are not on the timetable. This could be attributed to the increasing competition more so among private schools as an attempt to enhance syllabus coverage and improving the academic performance in such schools to be in position to outcompete their competitors.

In an attempt to generate a comprehensive understanding of the subject under study and the generalization of the findings, open ended interviews were organized to collect valuable information regarding the impact of autocratic leadership from the Directors of Schools, Head-teachers and Deputy Head-teachers from the selected secondary schools in Bunya South County in Mayuge District. These Respondents had varying responses as discussed below;

In interviews, it was revealed that most schools have an autocratic leadership style in place; in fact one of the head teachers explained that;

“.....most head teachers in this area practice autocratic leadership style, where by some head teachers are too strict on their teachers and other employees in the school. Head teachers encourage regular staff meeting and PTA meeting leading to all school stakeholders to have collective decision

making to enhance effective work output. An effective head-teacher pays more attention to planning work, special tasks and permits teachers to participate in decision making in achieving school goals....” (Head teacher from School C)

This implies that autocratic leadership is one common form of leadership style in most government aided secondary schools where by head-teachers keep strict, close control over teachers and other staff members in the school by keeping close regulation of policies and procedures given to them. These head-teachers only make sure, there is a distinct professional relationship between them and teaching staff and nothing else.

Another head teacher reported that;

“....too much command on the subordinates can lead to resentments and low moral this can lower the academic progress of the school.....”

The study further revealed that teachers are innately motivated, naturally like to do work and therefore there should be no rules and regulations since stakeholder has an inborn sense of responsibility. One of the interviewed deputy head-teacher had these to say;

“....in some schools, head teachers use threat and punishment to get the objectives of the school achieved. Autocratic leadership style often follows the vision of those that are in control, and may not necessarily be compatible with those that are being led. Such head teachers portray all of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across.....” (Deputy head teacher from School B)

This implies that in this leadership style, head-teachers must threaten teachers in different perspectives so as to achieve the intended objectives of their school. This

does not only build sense intimidation among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run.

One head teacher pointed out that;

“....I strictly supervise teachers to follow timetable, this goes with penalties if one misses lessons this has contributed to effective teaching in my school.....”

It was also revealed that most head teachers are too strict in leading their teachers; in fact one of the deputy head teachers explained that;

“....some head teachers intimidate their teachers with strict supervision in their leadership style. You find teaching staff scared to death by a mere sighting the man (head teacher in this case)...to me this somehow affects the performance of teachers in different ways but...” (Deputy head teacher from School G)

This implies that the leadership style of some head-teachers in these schools is too intimidating. It eventually scares teachers that may affect them to perform as they are supposed to. These head teachers, direct supervision is what they believe to be key in maintaining a successful environment and followership. In fear of followers being unproductive, these leaders keep close supervision and feel this is necessary in order for anything to be done.

One Deputy Head teacher further stated;

“....in charge of academics noted that; in my school, teachers set themselves to work so they do not need supervision to work.....” (Head teacher from School G)

Additionally, another interviewed participants noted that;

“...head-teachers have a tendency to neglect the rights and personal needs of the teachers. Therefore, in some schools where autocratic leadership is

practiced teachers personal needs are not considered at all.....” (Director from School F)

This implies that in this leadership style the head teachers hardly consider teachers needs to the development of the school and this largely affect quality of teaching in the long run.

Subsequently, another interviewed participants had these to say;

“...head teachers are very strict and insist on teachers’ absolute obedience and compliance to his dictates. Head teachers do not ask their teachers of what needs to be done in the school.....” (Director from School A)

This implies that in schools where autocratic leadership style is practiced, head-teachers use a lot of authority that require too much obedience and compliance to their orders an aspect that creates intimidation among teachers and this affects the performance teachers in many ways.

More so, one of the interviewed participants also noted that;

“.....there are schools where there is basically no clear communication between the head teacher and the teachers as a result of autocratic leadership style.....” (Deputy head teacher from School, B)

This implies that communication within this leadership style is not clear and the head-teachers tend to communicate as of when they think it is due and imposes on teachers whatever they think is important to the school on teachers and this affects their performance in the long run.

Similarly, Director of school ‘X’ noted that;

“...teachers need sometimes to use a commanding language or coercion so that they can work to meet deadlines and usage of threats and ticks...” (Director from School B)

While another noted that;

“...teachers need tight supervision for them to work so I supervise all the activities of the school.....” (Head teacher from School B)

Last but not least, one of the interviewed participants had these to say;

“.....school managers who use autocratic decision-making make all of the major group decisions and demand compliance from the group members. Autocratic leaders make decisions on their own and tell other group members what to do and how to do it.....” (Deputy head teacher from School D)

This means that just because authoritarian leaders make decisions without consulting the teachers, many group members may resent the leader because they are unable to contribute ideas. It is however revealed that while autocratic leadership can be beneficial at times, it is often the case that it's more problematic. With its type of decision-making is easily abused and autocratic head teachers are often viewed as bossy, controlling and sometimes command less respect from teachers than fear.

While another Director reported that;

“.....in my school, I set terms and conditions for teachers to work even before they signed my appointments, terms were clear so i use both styles on my workers.....” (Director from School G)

Lastly, one of the interviewed participants however noted that;

“...the head teachers create an environment where teachers feel they are part of the school development. Head teachers ensure that for a major decision to pass, it must have the approval of each individual or the majority, thus participatory planning and budgeting.....” (Head teacher from School C)

This implies that in government aided secondary schools where autocratic leadership in place, head-teachers hardly create an environment where teachers feel they are part of the school and its development do not even participate in the decision making process.

4.3.2 The Effect of Democratic leadership style on teachers' performance

The second objective of the study was to ascertain the effect of democratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District. Under this objective, the researcher intended to find out the level of democratic leadership style within the secondary schools in Bunya South County in Mayuge District and whether it has or it is no effect on teachers' performance in the County. The researcher asked the primary respondents (teachers) to do a self-rating on democratic leadership style on a total of 8 statements, which were based on a 5-point likert scale that ranged from Strongly Agree(5) to strongly disagree(1) in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item percentages and means. The descriptive statistics are therefore presented in table 4.3 below;

Table 4.3: Descriptive Statistics on democratic leadership and teachers' performance

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	M	S. Dev
In my school, collective and participative school's management help to establish team work before any decision is taken.	0 (0%)	0 (0%)	0 (0%)	70 (70%)	30 (30%)	4.30	.883
In my school, Observing students, listening carefully to teachers' ideas and explanations by head teacher and make instructional decisions, help teachers to teach.	0 (0%)	0 (0%)	1 (1%)	49 (49%)	50 (50%)	4.49	.782
In my school, the goals and objectives of the school are considered, shared among the staff members and own them to perform better in academics and accomplish the set goals.	5 (5%)	15 (15%)	5 (5%)	60 (60%)	15 (15%)	3.65	.852
In my school, consultations are done before decision is made, so consensus is common which help teachers to own the school state of affairs and perform.	0 (0%)	0 (0%)	2 (2%)	58 (58%)	40 (40%)	4.38	.821
In my school, head teacher embarks on individual teacher's consideration like support, develop, respect, motivate and make their vision achievable to effectively perform.	5 (5%)	10 (10%)	2 (2%)	63 (63%)	20 (20%)	3.83	.973
In my school, students and teachers needs are surveyed, involved and supported to achieve the set goal.	0 (0%)	0 (0%)	0 (0%)	58 (58%)	42 (42%)	4.42	.855
In my school, meetings and other time consuming resolutions influence the delays in decision making.	0 (0%)	0 (0%)	1 (1%)	66 (66%)	33 (53%)	4.32	.743
In my school, democratic school management promotes good governance and teachers' performance.	0 (0%)	0 (0%)	4 (4%)	48	48	4.44	.733
Summary(Overall)						4.22	.830

Source: Primary data

Having reviewed democratic leadership style as a common leadership style used by a big number of leaders; the researcher sought to find out how the head-teachers in selected Secondary schools in Bunya South County in Mayuge District apply

democratic leadership styles in their schools. Table 4.3 above shows that, respondents (teachers) revealed that head-teachers effectively use democratic leadership style in management of their schools as this was indicated by the biggest percentages and high mean values of 3.6 and standard deviation of less than 1 on each statement and an average mean value of **4.22** and standard deviation of **.830** which indicates a strong agreement of the views regarding the subject under study.

At first, respondents were tasked to give their level of agreement or disagreement regarding whether collective and participative school's management help to establish team work before any decision is taken. Respondents showed total agreement with the statement as this was revealed by all of them (100%) and supported by (as indicated by Mean 4.30 and standard deviation .883). This implies that before a decision is made, opinions from all stakeholders are given priority and assessed to suit the goals of the institution which enables effective decision making which helps in improving teachers' and academic performance among the selected secondary schools in Bunya South County in Mayuge District.

There was also agreement by the respondents that Observing students, listening carefully to teachers' ideas and explanations by head teacher and make instructional decisions, help teachers to teach. This was indicated by the biggest percentage of respondents (99%) and (as indicated by Mean 4.49 and standard deviation .782). This means that whenever there is freedom of speech for the subordinates (students and teachers), it creates room for everyone to express his or her feelings about issues concerning academics in schools which enhances effective decision making which fosters improved teacher and academics performance in secondary schools around Bunya South County in Mayuge District.

On the issue of whether the goals and objectives of the school are considered, shared among the staff members and own them to perform better in academics and accomplish the set goals, there was reliable agreement from the respondents as this was supported by majority (75%) of the respondents though a fairly smaller number (20%) were in disagreement and 5% were not sure giving (as indicated by Mean 3.65

and standard deviation .852). This means that though the goals and objectives of the school are considered, shared among the staff members and own them to perform better in academics and accomplishing the set goals of the schools; it can be drawn from the findings that there are concerns regarding school goals and staff members which need to be addressed and effectively implemented in some schools to enhance teachers and academic performance in the selected secondary schools in Bunya South County in Mayuge District.

However, regarding whether consultations are done before decision is made and consensus being common which help teachers to own the school state of affairs and perform; there was total agreement with the statement from the respondents as this was indicated by the high percentage of responses (98%); (as indicated by Mean 4.38 and standard deviation .821). This implies that for schools to perform to their expectations, consultations from all stakeholders must be done prior to decision making which encourages consensus as this involves teachers in managing school affairs and hence enhancing their performance in selected secondary schools in Bunya South County, Mayuge District.

Respondents were further asked to give their views on whether head teacher embarks on individual teacher's consideration like support, develop, respect, motivate and make their vision achievable to effectively perform. Majority of the respondents (83%) were in agreement with the statement while a fairly smaller percentage (15%) were in disagreement and only 2% were not sure which gave (as indicated by Mean 3.83 and standard deviation .973). This means that most head-teachers in secondary schools in Bunya County South in Mayuge District do embark on individual teachers' consideration to support, develop, respect, motivate them and make their vision achievable for effective performance which improves their performance in schools.

Further still, there was total agreement from the respondents when asked whether students and teachers' needs are surveyed, involved and supported to achieve the set goal. This was shown by the maximum percentage (100%) which agreed with the

statement and (as indicated by Mean 4.42 and standard deviation .855). From these findings, it is portrayed that the head-teachers in the secondary schools in Bunya South County ensure that students and teachers' needs are surveyed, involved, and supported to achieve the set school goals. This makes them feel honored and recognized which boosts the morale for both students and teachers which in turn lead to improved performance.

On the issue of whether meetings and other time-consuming resolutions influence the delays in decision making; the biggest percentage of the respondents (99%) agreed with the statement as this was supported by the (as indicated by Mean 4.32 and standard deviation .743). It can therefore be drawn from the study findings that prior to effective decision making, teachers are engaged in meetings and resolutions to facilitate decision making which improves teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

Finally, respondents were requested to give their views regarding whether democratic school management promotes good governance and teachers' performance and there was strong agreement from the respondents as this was indicated by the highest percentage of 96% and (as indicated by Mean 4.40 and standard deviation .733). This is a clear indication that once there is democracy in the management and administration of a school, there is improved governance of teachers which boosts their morale to perform to their expectations which improves the general performance of the secondary schools in Bunya South County in Mayuge District.

The researcher further sought to generalize the findings and scheduled open ended interviews to collect valuable information regarding the effect of Democratic leadership style from the Directors, Head-teachers and Deputy Head-teachers from the selected secondary schools in Bunya South County in Mayuge District. Their responses were as discussed below;

In interviews, it was revealed that some school head teachers have tried to use democratic leadership style; though, the style has been with a lot of challenges in fact one of the respondents explained that;

“.....some head teachers have tried democratic form of leadership style, but most of their teachers took them for granted...this created a lot of loopholes in their performance levels...; however, classroom teachers working under democratic style of leadership are more satisfied than teachers working under other styles of leadership.....” (Head teacher from School B)

This implies that head-teacher democratic leadership style is not common mode of leadership in schools and for those who have tried it say it has come with a number of challenges whereby with less authority, teachers take things a little bit more light and this affects their performance in the long run. Thus, democratic head-teacher leadership style encourages everybody to participate in the affairs of the school as a whole. The teachers feel they are part of the school and hence they are part of the leadership of the school.

Another interviewed director added that;

“....in my school, observing students, listening carefully to teachers’ ideas and explanations by head teacher helps to make instructional decisions which in turn help teachers to teach.....” (Director of school ‘Y’)

While the head teacher of school ‘X’ pointed out that;

“...in my school, consultations are done before decision is made, so consensus is common which help teachers to own the school state of affairs and perform....”

It was however revealed that head-teacher democratic leadership is good especially in schools that are already established with much of the infrastructure in place and systems in place, in fact one of the respondents explained that;

“...democratic leadership style is good for some secondary schools, but bad for others...for the already developed ones, systems are already running somehow well. Most schools would improve their performance by becoming more collaborative and more democratic. Thus, head-teachers of secondary schools in particular be encouraged to use this style of leadership in the management of secondary schools.....” (Deputy head-teacher from School C)

This implies that in schools that are still starting where a lot of pushing and directing people around is needed, this form of leadership style may not work or be appropriate and for those already established schools, it may be more relevant and appropriate. It should be noted that democratic leadership style involves discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement.

From the field study, another head teachers in interviews, revealed that;

“...head teachers using democratic leadership style appropriately is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership involves referring to or consulting and engaging with subordinates and the appraising their opinions, suggestions and views before the manager undertakes a resolution or decision. It correlates with compromise, discussion, entrustment and participation.....” (Director from School A)

This means that head-teacher democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. However, in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects.

From the field study, the study revealed that teachers that are permitted to participate in the decision making procedures and processes are likely to become more committed to the decisions and are also likely to love their organization to the

extent of even working in difficult times (affective commitment). Another interviewed participants had these to say;

“.....in schools which seem to have democratic leadership schools head teacher have a free communication style in his administration that encourages teachers to be part of the administration. Mostly, democratic leadership is commonly linked with desired organizational outcomes such as the willingness of subordinates to expend extra effort. The willingness to spend extra effort indicates some degree of commitment.....” (Head teacher from School C)

This implies that such leaders practice free style of communication where staff teachers are communicated to any time in a situation without much rigidity and this may encourage teachers to performance. In this it should be noted that this type of leadership consists of the leader sharing the decision-making abilities with school members by promoting the interests of the school and by practicing social equality in the leadership process.

Additionally, the study found out that democratic leadership is crucial in enhancing employee autonomy. One of the interviewed participants noted that;

“....those in schools that claim to practice head-teacher democratic leadership styles, head teacher take the interest and welfare of the teachers into consideration in decision making process. Therefore, if perceived in the context of effective organizational communication, democratic leadership heightens teachers trust in management, respect and obedience....” (Deputy head-teacher from School F)

This implies that even in those schools that claim to practice head-teacher democratic leadership styles teachers core interests are not taken seriously as key determining factors to their performance and this in the long run affects their performance levels. Head-teacher democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also

important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

From the field study, it was revealed that the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. One of the interviewed participants noted that;

“...those schools that practice democratic leadership styles, head teachers encourage interpersonal relationship among the teachers; and they use praises and encouragement as motivational strategies to induce better commitment for productivity. Teachers always express a desire for more participation in decision-making. The way the principal relates with his/her staff could contribute immensely to their effectiveness or otherwise.....”
(Head teacher from School B)

This implies that in head-teacher democratic leadership styles head teachers encourage their teachers to practice inter personal relationships and use praises as well as encouragement as motivational strategies to encourage teachers to perform. It is argued that the main task of the head-teacher is to create a conducive atmosphere for the classroom teachers to be able to achieve desired changes in students.

Last but not least, one of the interviewed participants noted that;

“...head teacher does not allow teachers high degree of initiative and creativity in their work. Indeed, head teachers tend to discourage teachers to form and promote teamwork in some cases, and they prefer to use divide and rule policy. On the other hand, in schools that practice democratic leadership styles, teachers are encouraged to promote teamwork that allows them to work with each other in the process and this promotes performance in the long run.....” (Director from School D)

This implies that despite the head-teacher democratic leadership style that may be portrayed in the organization, teachers are not given the opportunity to be initiative and creative at work by bring in their own ways of doing things at schools and this in many ways reduce the morale of teachers to perform.

The study revealed that a democratic school leader shall make the final decision he/she invites the other members of the team to contribute in the decision making process. This not only increases the teacher' job satisfaction by involving teachers in what's going on, but it helps them to get skills. In the study, it was further noted that;

“.....head teacher do not allows classroom teachers to set priorities with their guidance; and in some schools, head teacher delegates tasks in order in order to build the school effectively. In a school system, ahead-teacher who adopts a democratic leadership, in involving teachers in decision making will make them fill in control of their own destiny.....” (Director from School E)

Therefore, this implies that even in such schools that portray democratic leadership styles teachers are not given any chance to decide in the school and nor does the head teacher delegate on some aspects. This reduces the morale of teachers and teamwork as a performance aspect is affected because teachers don't own what has been decided.

Head teacher of school 'Y' reported that;

“....in my school, meetings and other time-consuming resolutions influence the delays in decision making. Collective and participative school's management help to establish teamwork before any decision is taken....” (Head teacher from School G)

The Deputy Head teacher of 'Z' noted that;

“...in my school, democratic school management promotes good governance and teachers’ performance....” (Deputy head teacher from School G)

Lastly, it was noted that the boundaries of democratic participation tend to be explained by the schools needs and the instrumental value of people's attributes (skills, attitudes). Therefore, democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

4.3.3The Influence of Servant Leadership style on teachers’ performance

The third objective of the study was to evaluate the influence of servant leadership style on teachers’ performance in selected secondary schools in Bunya South County in Mayuge district. Under this objective, the sought to find out the level of servant leadership style within the secondary schools in Bunya South County in Mayuge District and whether it has or it is no influence on teachers’ performance in the County. The researcher asked the primary respondents (teachers) to do a self-rating on servant leadership style on a total of 6 statements, which were based on a 5-point likert scale that ranged from Strongly Agree(5) to strongly disagree(1) in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item percentages and means. The descriptive statistics are therefore presented in table 4.4 below;

Table 4.4: Descriptive Statistics on Servant leadership and teachers' performance

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	M	S. Dev
In my school, the school head is Committed to the emotional growth of his/her subordinates which help teachers to appreciate the environment and effectively teach, assess and grade learners.	0 (0%)	10 (10%)	5 (5%)	50 (50%)	30 (30%)	3.85	.884
My school head is a good listener and persuasive to teachers' ideas and encourage them to perform their duties like making Continuous Assessment Items (CAIs).	0 (0%)	5 (5%)	0 (0%)	45 (45%)	50 (50%)	4.4	.731
My Head teacher creates awareness to teachers, students and has ability of team building that lead teachers to collaboratively make notes, scheme at departmental levels.	0 (0%)	20 (20%)	0 (0%)	45 (45%)	35 (35%)	3.95	.888
My school head conceptualizes vision, mission school goal and shares them with teachers to enthusiastically perform.	5 (5%)	10 (10%)	0 (0%)	60 (60%)	25 (25%)	3.9	.856
In my school, the school head honours other staff's views, perspectives and serve together with them to have one community.	0 (0%)	0 (0%)	0 (0%)	45 (45%)	55 (55%)	4.55	.754
In my school, head teacher displays empathy & stewardship over teachers in the due course of planning, budget performance and allocations and even give a hand to subordinates in difficult times.	15 (15%)	25 (25%)	0 (0%)	40 (40%)	20 (20%)	3.25	.733
Summary(Overall)						3.98	.807

Table 4.4 above indicates that there was agreement from the respondents that the school heads are committed to the emotional growth of their subordinates which help teachers to appreciate the environment and effectively teach, assess and grade learners. This was mentioned by majority of the respondents (80%); however 10% of the respondents were in disagreement and 5% were not in position to decide which gave (as indicated by Mean 3.85 and standard deviation .884). This implies that most

head teachers in most secondary schools in Bunya South County in Mayuge District are committed to the emotional growth of their teachers which in turn helps to effectively perform their duties and improve on their performance.

When respondents were asked whether the school heads are good listeners and persuasive to teachers' ideas and encourage them to perform their duties like making Continuous Assessment Items (CAIs); they showed high level of agreement as this was supported by majority (95%) compared to 5% who disagreed thus giving mean=4.4, standard deviation .731. This is a clear indication that head teachers are good listeners to their subordinates and they not only give prioritize teachers' ideas but also encourage them to perform their duties which has helped to improve teachers' performance in the secondary schools in Bunya South County in Mayuge District.

Regarding whether Head teachers create awareness to teachers, students and have ability of team building that lead teachers to collaboratively make notes, scheme at departmental levels; the respondents showed strong agreement with the statement as this was supported by most of them (80%) while a smaller number (20%) were disagreement thus giving (as indicated by Mean 3.95 and standard deviation .888). This means that though the head-teachers create awareness to both teachers and students and they have abilities of team building that enables collaborations among teachers; these qualities are not common and effective in some secondary schools which lowers' teachers' performance in some secondary schools in Bunya South County in Mayuge District.

Respondents were also requested to give their level of agreement or disagreement regarding whether their school heads conceptualize vision, mission school goal and shares them with teachers to enthusiastically perform; a bigger number of the respondents were in agreement with the statement (85%) apart from a few who disagreed (15%) thus giving (as indicated by Mean 3.90 and standard deviation .856). This implies that most head-teachers always share and remind their subordinates of the vision, mission and goals of their schools which encourage teachers to work

towards achieving the set goals of their schools thus improving teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

There was total agreement from the respondents when asked whether the school heads honour other staff's views, perspectives and serve together with them to have one community as this was revealed by the maximum percentage of respondents (100%) and (as indicated by Mean 4.55 and standard deviation .754). This indicates that when head-teachers respect and recognizes staff views, engage them in decision making and other administrative school programs, it motivates teachers and gives them courage to perform to the best of their abilities thus improving teachers' performance in secondary schools in Bunya South County in Mayuge District.

Finally, respondents were requested to give their views regarding whether head teachers display empathy & stewardship over teachers in the due course of planning, budget performance and allocations and even give a hand to subordinates in difficult times. A bigger number of respondents (60%) were in agreement with the statement however a substantial number of 40% were in disagreement thus giving (as indicated by Mean 3.25 and standard deviation .733). This means that although most head-teachers display empathy and stewardship over their teachers during planning, they do not engage them in budgeting and resource allocations and they rarely offer support to them during difficult times which is a threat to the performance of teachers in secondary schools in Bunya South County in Mayuge District.

More information regarding the influence of servant leadership on teachers' performance was collected using open ended interviews from the Directors, Head-teachers and Deputy Head-teachers from the selected secondary schools in Bunya South County in Mayuge District; their responses are presented here below;

In the study, it was revealed that head-teacher servant leadership style is not practiced in most of the schools around the district as one head teacher explained that;

“..... for sure with servant form of leadership our schools would collapse than is now in a short period of time, our teachers need a lot of pushing around...so with servant no teacher would do anything....” (Head teacher from School A)

This implies that with the characteristics of servant form of leadership style, this cannot fit in schools since teachers require an extra effort and sense of direction from and tight supervision. It should be noted that servant leadership style is where all the rights and power to make decisions is fully given to the worker. The servant style is sometimes described as hands off leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction.

Another director of school ‘W’ noted that;

“...in my school, head teacher displays empathy & stewardship over teachers in the due course of planning, budget performance and allocations and even give a hand to subordinates in difficult times.....”

The results show that school leaders with integrity inspire trust in investment team members. One of the deputy head teachers had this to say;

“.....a school leader with integrity inspires trust to team members involved in investment activities. Managing schools require someone to be trustworthy, integrity and genuine. No one can put him/herself into a vulnerable position without complete trust and to such individuals who is not honest. School stakeholders must have faith before they speak up, brainstorm, and offer constructive criticism openly....” (Deputy head-teacher from School C)

This implies that widespread integrity and trust empowers school stakeholders to adapt their operations and influence teacher performance. In this sense, to become

a steward leader, an individual must commit to encouragement and empathy across the team. Taking a few moments to treat teachers with respect, dignity and care can lead to healthier working relationships.

And, one of the interviewed Deputy Head teacher of School 'W' noted that;

“.....in my school, I serve diligently to serve as example to teachers. I scheme, teach my lessons and provide termly reports and meet deadlines.....”

More so, the study revealed that head teachers apply participatory planning in enhancing teachers' commitment. One of the directors had this to say;

“.....all stakeholders involved in the daily school planning should join efforts towards effective curriculum implementation. Participatory planning empowers communities, creates ownership and motivation, and recognizes the diversity of knowledge and perspectives. It builds trust, both between school and the community as well as among the individuals involved. This trust can serve as a foundation for future church development and community action....” (Director from School C)

This implies that participatory planning enable the voices of every stakeholders in schools to be heard. It helps to ensure the ownership and commitment of the communities involved. Active participation by school leaders, teachers and other stakeholders aims to enhance both the quality and relevance of the suggested interventions. Thus, participation is instrumental to ensure that planning will work towards reflecting the priorities and interests of all teaching staff, and get committed to play their roles in translating planning into action.

While head teacher of school 'X' was quoted saying;

“...I create awareness to teachers, students and have ability of team building that lead teachers to collaboratively make notes, schemes at departmental levels.....”

The study further revealed that head teachers emphasize information sharing among stakeholders involved influencing performance of teachers. One of the interviewed head teachers had this to say;

“.....knowledge sharing especially in a school level, has become less of a “nice-to-have” and more of a “you’re falling behind if you don’t”. When you are not taking advantage of the wealth of knowledge and experience that their teachers bring to the table, you are ignoring some huge opportunities to improve. Information sharing makes problem-solving reusable. Building on the problem-solving point, when individual are able to quickly recognize and solve problems, they are able to make decisions much more quickly; and not just but they will also be better informed...” (Head teacher from School E)

Another interviewed head teacher had these to say;

“...authenticity promotes a sense of belonging and well-being, resulting in higher job commitment and performance as well as low turnover rates. It is a key trait of effective school leaders. Head teachers who are genuine and transparent inspire trust and loyalty in their teams. Teachers value school leaders who foster an authentic workplace that allows them to feel connected and aligned with the school’s goals and vision...” (Head teacher from School A)

This implies that information sharing teachers reduce the loss of knowledge and know-how. Thus, authenticity is the strongest predictor of employee job satisfaction, positive attitude and happiness. In other words, when teachers feel connected to their jobs and the schools they work for, they are more likely to have a higher level of satisfaction at work. Authenticity is more than creating a great work environment. It’s the line between fact and feeling, which can alter the way those around us perceive us. If those individuals feel strong sense of commitment to their job, they are also more likely to stay at that job for long period and work effectively.

Another interviewed participant had these to say;

“...servant head teachers allow teachers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested...” (Deputy head teacher from School D)

This implies that the servant leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

Head teacher of school ‘W’ said that;

“...in my school, I honor other staff’s views, perspectives and serve together with them to have one community....”

Additionally, interviewed participant also noted that;

“...servant leadership style is an effective style to use in schools only when; teachers or others employees are highly skilled, experienced, and educated, followers have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used, followers are trustworthy and experienced...” (Director from School F)

This implies that this style should not be used when teachers feel insecure at the unavailability of a leader and the leader cannot or will not provide regular feedback to their followers.

From the interviewed participants, one of them noted that;

“....in schools that do practice servant leadership style, headmaster allows teachers go about their work the way they want. Despite the existence of the leadership style teachers are not given freedom going around their work the way they want. Head teacher do not take necessary action in case

teachers stray, and the head teacher usually shies away from responsibility.....” (Deputy head teacher from School G)

This implies that schools that fully practice this leadership style even when teachers stray, no action is taken against them as most of the teachers shy away from such responsibilities. This may however bring in confusion as everyone tends to do what they feel like as there is no punishment or penalty expected.

Last but not least, the interviewed participant also noted that;

“.....in this leadership style each individual teacher is responsible for defining what to do and when; the head teacher does not engage in strict supervision of teachers and teachers come and leave the school as of and when they want.....” (Head teacher from School C)

This implies that in this leadership style each individual teacher defines what they want to do without any supervision or follow up since the head teacher does not follow them up and come as of and when they want. This poses a great challenge to performance levels of teachers since teachers do things the way they want.

While the Director of School ‘Z’ earmarked that;

“.....my school head conceptualizes vision, mission school goal and shares them with teachers to enthusiastically perform.....”

Lastly, interviewed participants noted that;

“.....in those schools which seem to practice servant leadership style teachers have the liberty to determine their own school objectives, and that the teachers are given full mandate to make academic decisions without intervention from the head of school.....” (Deputy head teacher from School B).

This implies that despite the existence of the leadership style in place, teachers do not have the liberty to determine their own school objectives and making decisions

in academic aspects. It was however disagreed that in schools that practice servant leadership style the head of school leaves staff to make decision on school programs without prior intervention. This indicates that despite the existence of the leadership style in place teachers are not left to make decisions concerning school programs without any disruption.

4.3.4 Teachers’ performance in selected secondary schools

The question was posed to explore the teachers’ performance in selected secondary schools in Bunya South County in Mayuge District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 100 teachers are indicated in Table 4.5.

Table 4.5: Results on the teachers’ performance in selected secondary school

Descriptive Statistics

Statements	N	Mean	Std. Deviation
Teachers finish the syllabus in time	100	4.864	.344
Teachers ensure that students understand all the syllabus content in the teaching process	100	4.629	.485
Teachers ensure that termly and other periodical exams are conducted	100	4.580	.496
Teachers ensure that evaluation reports are submitted in time	100	4.530	.502
Teachers are always at school for duty (regular attendance)	100	4.407	.586
Teachers are always at punctual at work	100	4.432	.498
Teachers are always cooperative with others (team work)	100	3.66	1.142

Teachers are always obedience to authority	100		
The school gets many good grades in final UNEB exams	100	4.46	.890
Valid N (list wise)	100	4.32	.872

Source: Primary Data (Teachers in Bunya South County) 2024

Findings from the above table indicated that majority of the respondents strongly agreed with the statements that teachers finish the syllabus in time, teachers ensure that students understand all the syllabus content in the teaching process, teachers ensure that termly and other periodical exams are conducted, and teachers ensure that evaluation reports are submitted in time as depicted by mean score and standard deviation of 4.864 = .344; 4.639= .485; 4.580=.4965, and 4.530= 0.502 respectively. One of the interviewed participants had these to say;

“.....the general affective teachers’ job commitment in secondary schools in Bunya South County is satisfactory. Some classroom teachers always arrive at school late and in most occasions when they are already exhausted courtesy of having part-time jobs. Such classroom teachers cannot effectively handle learners’ academic differences, mark students’ class work, and always fail to finish syllabus in the specified period of time.....”
(Head teacher from School D)

Another key participant also noted that;

“....Some classroom teachers teach without schemes of work. Classroom teachers have a tendency of teaching using their own methods they feel alike not minding about the curriculum designed for that specific subject content delivery. Some teachers tend to be rude and abusive to students and others have been spotted chasing students from their classes, which all explains why students’ academic outcomes have remained low among public secondary schools in this area’” (Deputy head-teacher from School F)

This implies that affective teachers' job commitment in public secondary schools have remained weak. The regularity and time management among classroom teachers have remained a challenge among many secondary schools in Bunya South County.

The study findings also indicated that teachers are always at school for duty (regular attendance); teachers are always at punctual at work; teachers are always cooperative with others (team work); teachers are always obedience to authority, and the school gets many good grades in final UNEB exams as depicted by mean score and standard deviation of 4.407 = 0.586; 4.432= 0.498; 3.66=1.12; 4.46=0.890, and 4.32= 0.872 respectively. One of the interviewed participants noted that;

“...classroom teachers commonly get involved in guiding their students to proper utilization of available educational facilities for academic purposes. School-going children tend to be advised and guided on the usage of school library, school laboratory and other available instructional resources to achieve their academic target.....” (Deputy head teacher from School B)

This means that teachers tend to participate in initiating ideas aiming at building secondary schools' ability and potential to achieve academic excellence. They always normally create an effective display in the classroom which supports teaching-learning process.

The study further indicated that classroom teachers always get engaged in students' academic assessment and sometimes, teaching staff regularly use the outcome of assessment of students to inform appropriate changes in teaching and ensure that progress and weaknesses are addressed. One of the interviewed participants noted that;

“...classroom teachers cover the content syllabus as required and this is done in time to help learners easily grasp the academic content thus able to achieve improved academic results. Teachers tend to regularly and frequently carry out peer assessment, thus able to use the outcome of such

an assessment of students to inform appropriate changes required in teaching, thus able to ensure that progress and weaknesses are well and effectively addressed....” (Director from School D)

This implies that classroom teachers tend to spend a lot of their time to complete the required academic syllabus content in the specified period of time, thus able to give students ample time for revision. Teachers tend to provide needs assessment and feedback that students find vital thus able to identify their needs henceforth ensuring effective teaching-learning process. Interestingly, teachers tend to provide opportunities for students to engage in peer assessment and self-assessment so that they better understand improve on the effective teacher job commitment in secondary schools.

4.4 Correlation Analysis

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 4.6 below.

Table 4.6: Correlation analysis

Correlations			
Autocratic style	leadership	Pearson Correlation	Performance of teachers .686 **
		Sig. (1-tailed)	.000
		N	100
Democratic style	leadership	Pearson Correlation	Performance of teachers .342 **
		Sig. (1-tailed)	.002
		N	100
Servant leadership style		Pearson Correlation	Performance of teachers .589 **
		Sig. (1-tailed)	.000
		N	100

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

Results in the Table 4.6 above reveal a significant relationship between autocratic leadership style and teachers' performance in the selected secondary schools in Bunya South County in Mayuge District. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in autocratic leadership style, instruction to follow timetable which is strictly supervised, encourages teachers to complete academic syllabus in time.

The correlation results in the table above indicate a significant effect of democratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District. The obtained correlation co-efficiency of .342(**) with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in that situation, collective and participative school's management help to establish team work before any decision is taken.

Study findings, revealed a significant influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge district. The correlation coefficient of .589(**) with a significance value of .000 explain the nature of the relationship between the servant leadership style and teachers' performance in selected secondary schools. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This implies that in servant leadership style, the school head is committed to the emotional growth of his/her subordinates which help teachers to appreciate the environment and effectively teach, assess and grade learners.

Multiple regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between head teachers' leadership styles and teachers' performance in selected secondary schools as presented in Table 4.7 and Table 4.8.

Table 4.7: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant); autocratic, democratic, and *servant* leadership styles

Source: *Primary data, 2024*

From the model summary in Table 4.7, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R² shows that head-teacher leadership styles accounts for 50.8% of the performance of teachers in secondary schools; implying that the performance of teachers in secondary schools can be explained by 50.8% of their head-teacher leadership styles; and the remaining 49.2% variation in the performance of teachers of secondary schools is due to other factors that were not part of this study.

Table 4.8: Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.913	.129		.000	.000
	Autocratic leadership style	.245	.137	.245	1.783	.001
	Democratic leadership style	.304	.137	.304	2.220	.031
	Servant leadership style	.313	.137	.313	2.310	.042

a. Dependent Variable: Head-teacher leadership styles

Source: Primary data, 2024

The coefficients table shows that specifically, head-teacher autocratic leadership style accounts for 24.5% variation in the performance of teachers in secondary schools. Further, head-teacher democratic leadership style accounts for 30.4% variation in the performance of teachers in secondary schools. Furthermore, servant leadership style accounts for 31.3% variation in the performance of teachers in secondary schools. The findings revealed that democratic and servant leadership styles had the highest effect on the performance of teachers in secondary schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of study findings in accordance to the study themes developed from the objectives and findings of the study in chapter four.

5.1 Discussion of Study Findings

5.1.1 The Impact of autocratic leadership style on teachers' performance

Objective one of the study sought to assess the impact of autocratic leadership style on teachers' performance in the selected secondary schools in Bunya South County in Mayuge District.

The study found out that instructions to follow timetables which are strictly supervised encourages teachers to complete academic syllabus in time as this was revealed by the high mean value of 4.39 which means that most teachers in secondary schools in Bunya South County in Mayuge District require strict and close supervision if best performance is to be realized for improved academic performance. In contrary to this finding, Rosing et al. (2022), autocratic head teacher is characterized by rigid rules and procedures, centralized power, hierarchical structure, values personal dominance, staff control and unshakable loyalty. This scares teachers and forcefully performs as instructed by their boss but sometimes teachers can strike, riot and dodge due to bitter relationship and mistrust that may erupt. Similarly, Ayesha et al. (2017) notes that an autocratic head teacher possesses the final word and implements what he/she considers necessary to complete the set school goal. This demoralizes teachers and affects performance negatively though autocratic head teacher forces teachers to perform and produce good grades which are again short-lived.

It was also established from the study findings that lack of teamwork and consensus for academic planning, and assessment leads to low morale of the teachers hence poor academic performance as this was supported by the high mean value of 4.45.

This shows that teamwork of teachers is paramount if effective academic planning and assessment is to be realized since it boosts morale among teachers in secondary schools in Bunya South County. The findings are in line with Anayatin (2023), in their study done in Owendo sub-county in Kenya, states that autocratic leadership style is commonly practiced and due to its harsh principles and ineffectiveness, demotivates the teachers and start dodging classes in form of sit-down strikes leading to poor academic performance. Similarly, This finding is supported by Ahmed et al. (2021) who observes that when teachers collectively, enthusiastically, mutually and interestingly perform their duties, signifies that teachers embrace the positivity of their boss and his/her style of leadership for instance appraising teachers through dialoguing.

It was also found out that commands, too much authority and control misguide the subordinates and accelerate bitter relations as shown by the mean value of 4.28. This implies that teachers in selected secondary schools in Bunya South County in Mayuge District don't perform well when their superiors (head-teachers) use much commands, authority and control as this misguides them and leads to low morale hence creating bad relationships with them which in turn results into poor academic performance. Similarly, Nyagaki (2013) and Chukwusa (2019) observe that when people or teachers are derailed by the autocratic environment, they get demotivated with negative impact on their performance for instance teachers do not willingly prepare like scheming, lesson planning and assessing learners to have effective performance. However, in contrast to this finding, followers or teachers who trust their leaders/head teachers are likely to follow enthusiastically their instructions and effectively perform their duties such as guidance and counseling learners and this depends on appropriate leadership styles employed that can empower and protect teachers.

The study further revealed that teachers who are tasked to assess learners monthly helps to meet students' demands in time as this was supported by the biggest number of respondents as shown by a high mean value of 4.4. This indicates that regular and timely assessment of learners helps to reduce idle time and enhances

timely coverage hence improving both teachers' and academic performance in selected secondary schools in Bunya South County, Mayuge District. The findings are dissimilar with Oyugi and Gogo (2019), in their study done in Owendo sub-county in Kenya, who opined that autocratic leadership style is commonly practiced and due to its harsh principles and ineffectiveness, demotivates the teachers and start dodging classes in form of sit-down strikes leading to poor academic performance. In the same line, Boampong et al. (2016) explain that autocratic principals impose immense power over teachers and sometimes use threats and sanctions to instill fear. This makes teachers to develop a sense of being disrespected as competent professionals to the extent of being demoralized.

Finally, the study revealed that teachers are commanded to go to class even if are not on the timetable but we want results as this was supported by the biggest percentage (60%) of the respondents. This indicated that most teachers in selected secondary schools in Bunya South County are at times forced to go to class even when they are not on the timetable due to the demand for better grades especially in private schools. On contrary, Dilshad and Qadir (2022) revealed that autocratic leadership style is undesirable by teachers due to its forceful nature which contributes to their dissatisfaction leading to poor teachers' performance. Additionally, studies carried out indicate that followers or teachers who trust their leaders/head teachers are likely to follow enthusiastically their instructions and effectively perform their duties such as guidance and counseling learners and this depends on appropriate leadership styles employed that can empower and protect teachers (Coleman, 2015).

5.1.2 The Effect of Democratic Leadership Style on teachers' performance

Objective two of the study sought to ascertain effect of democratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

It was found out that collective and participative school's management help to establish teamwork before any decision is taken. This was agreed upon by all

respondents thus giving a mean value of 4.3. This means that opinions from all stakeholders must be given priority and assessed to suit the goals of the institution if effective decision making is to be achieved as this helps in improving teachers' and academic performance among the selected secondary schools in Bunya South County in Mayuge District. This is in line with Grimsley & Burtler (2023) who post that democratic head teachers encourage teamwork among teachers who plan together, budget and teach collectively for the purpose of completing the school set goal and that a democratic Head teacher promotes “**Bottom-up teacher professional development,**” which involves; study the content and pedagogies together, plan lessons collectively, and conduct action research as a group. Similarly, Oco (2022); Juntahan (2020) and Gilbert (2023), affirm that democratic leadership style is ideally preferred by the teachers because democratic head teachers create a sense of inclusiveness and togetherness, ideas to be shared as a team to realize effective performance. In the same vein, schools are composed of wise and intelligent persons who can contribute crucial ideas in the matters of school importance through dialogues.

It was also evident from the study findings that Observing students, listening carefully to teachers' ideas and explanations by head teacher and make instructional decisions, help teachers to teach as this was supported by the biggest number of respondents and a high mean value of 4.49. This implies that when all stakeholders are engaged in making instructional decisions, it creates room for everyone to express his or her opinions about issues concerning academics in schools which enhances effective decision making and enhance improved teacher and academics performance in secondary schools around Bunya South County in Mayuge District. This is in agreement with Makura (2021) who urges that democratic leaders seek consensus in school set up before coming to a decision and everyone is supposed to take ownership in the final decision. In addition, Kiprob (2015) & Ghosh (2016) notes that teachers are given opportunities to come up with their solutions for improving classroom experiences while head teachers' role is to listen, being non-judgmental, provide self-awareness and make clarification to teachers and they feel protected.

Further still, the study found out that goals and objectives of the school are considered, shared among the staff members, and own them to perform better in academics and accomplish the set goals since there was 75% agreement and a mean value of 3.65 from the respondents. This implies that schools where goals and objectives are effectively considered, shared among the staff members, implemented, and own them to perform better in academics and accomplishing the set goals have shown increasing improvement in teachers' performance in the selected secondary schools in Bunya South County in Mayuge District. This finding agrees with Bakare and Oredein (2022), teachers welcome the democratic or participative nature of leadership style that allows teachers to participate in decision- making, collective setting of goals, making teachers to own the school's state of affairs. This makes them satisfied and feels in control of their own destiny despite their slow motion in performing, the result is always better performance through covering the syllabus and realizing changed behaviors of the learners.

It was also revealed that consultations are done before decision is made and consensus being common which help teachers to own the school state of affairs and perform as this was supported by the highest percentage (98%) and high mean value of 4.38 from the respondents. This means that for schools to perform better, consultations from all stakeholders must be done prior to decision making as this encourages consensus since it involves teachers in managing school affairs which enhances their performance in the selected secondary schools in Bunya South County, Mayuge District. This is similar with Makura (2021) who asserts that democratic leaders seek consensus in school set up before coming to a decision and everyone is supposed to take ownership in the final decision. In the same line, Mbogori (2022), teachers welcome the democratic or participative nature of leadership style that allows teachers to participate in decision- making, collective setting of goals, making teachers to own the school's state of affairs.

The study found out that head teachers embark on individual teacher's consideration like support, develop, respect, motivate and make their vision achievable to effectively perform as this was supported by 83% of the respondents with a mean

value of 3.83. This shows that most head-teachers in secondary schools in Bunya County South in Mayuge District embark on individual teachers' consideration to support, develop, respect, motivate and make their vision achievable for effective performance which improves their performance in schools. This is in line with Nasiru (2015) who urges that democratic leadership style is automatically directive, supportive, and achievement-oriented which creates positive effects on teachers' performance. Teachers listen to their bosses who provide support to them and appreciate by implementing activity instructions willingly. In support, Mbogori (2022) asserts that majority of female head teachers commonly use democratic leadership style that encourage collaborative management, staff development, and people-oriented style of management, approachable and raise the issue of equity.

It was also revealed that students and teachers' needs are surveyed, involved, and supported to achieve the set goal. This was backed up by the maximum percentage (100%) and a high mean of 4.42 from the respondents. This is an indication that head-teachers in the secondary schools in Bunya South County ensure that students and teachers' needs are surveyed, involved, supported, and prioritized to achieve the set school goals which in turn lead to improved teachers' performance in secondary schools in Bunya South County in Mayuge District. In the same line, Makura (2021) affirms that democratic leaders seek consensus in school set up before coming to a decision and everyone is supposed to take ownership in the final decision. This implies that teachers are given opportunities to come up with their solutions for improving classroom experiences while head teachers' role is to listen, being non-judgmental, provide self-awareness and make clarification to teachers and they feel protected.

It was also found out that meetings and other time-consuming resolutions influence the delays in decision making as this was supported by the biggest percentage (99%) and high mean value of 4.32 from the respondents. This therefore means that before effective decision making is achieved, teachers are engaged in meetings and resolutions to facilitate decision making which improves teachers' performance in

selected secondary schools in Bunya South County in Mayuge District. Similarly, Oco, (2022) and Juntahan (2020) affirm that democratic leadership style is ideally preferred by the teachers because democratic head teachers create a sense of inclusiveness and togetherness, ideas to be shared as a team to realize effective performance. In the same vein, schools are composed of wise and intelligent persons who can contribute crucial ideas in the matters of school importance through dialogues (Murtaza, 2022). Additionally, teachers happily use this capacity and opportunity availed to them through participatory approach to advise effectively on academic matters like format of assessing learners, internet installation at school for the purpose of ICT integration in the curriculum that leads to excellent performance of the schools.

Finally, the study revealed that democratic school management promotes good governance and teachers' performance as this was supported by the biggest percentage (96%) and mean value of 4.4 from the respondents. This is a clear indication that once there is democracy in the management and administration of a school, there is improved governance of teachers which boosts their morale to perform to their expectations which improves the general performance of the secondary schools in Bunya South County in Mayuge District. This finding agrees with Nyagaki (2023) who affirms that a good leader uses practical democratic leadership style to moderate his/her leadership to the level of working together with the employees like support supervision instead of fault-findings. Teachers here participate effectively because their morale is raised, motivated, and their zeal is high to perform. Similarly, Ndungu et al. (2019), posit that democratic head teachers apply styles that focus on team building, motivation and collaboration with teachers to attain effective performance and ultimately the set school goal.

5.1.3 The influence of servant leadership style on teachers' performance

Objective three of the study was to evaluate the influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge district.

The study found out that school heads are committed to the emotional growth of their subordinates which help teachers to appreciate the environment and effectively teach, assess and grade learners. This was supported majority of the respondents (80%) which gave a mean value of 3.85. This means that head teachers in most secondary schools in Bunya South County in Mayuge District are committed to the emotional growth of their teachers which in turn helps to effectively perform their duties and improve on their performance. This is in line with Ndunda et al.(2023), posits that servant head teachers have a strong foundation of humility yet rational, team work, empowerment, give emotional support to teachers, they prioritize services to team members and value collective decision making to complete school goal. This encourages teachers to be psychologically satisfied and own the school to monitor learners" behaviors, plan lessons and conduct action research on teaching contents and pedagogies.

The study revealed that school heads are good listeners and persuasive to teachers' ideas and encourage them to perform their duties like making Continuous Assessment Items (CAIs) as this was supported by a bigger percentage (95%) and a mean value of 4.4 from the respondents. This is a clear indication that head teachers are good listeners to their subordinates and they not only give prioritize teachers' ideas but also encourage them to perform their duties which has helped to improve teachers' performance in the secondary schools in Bunya South County in Mayuge District. In the same line with this finding, Ntara and Cummins (2023) posit that though servant leaders or head teachers are the holders of authority but they persuade teachers to work, have characters of "serving" at heart and indeed teachers perform their duties of behavioral change of the learners through guiding and counseling, promoting critical thinking and creativity among learners by giving them tasks to perform themselves through problem-solving strategy.

The study also revealed that head teachers create awareness to teachers, students and have ability of team building that lead teachers to collaboratively make notes, scheme at departmental levels the respondents as this was supported by most (80%) of the respondents and a mean value of 3.95. This means that most head-teachers in

the selected secondary schools in Bunya South County in Mayuge District create awareness to both teachers and students and they have abilities of team building that enables collaborations among teachers. This agrees with Garcia et al. (2023), characterize servant head teachers as: “serving and developing teachers, team building, giving meaningful feedback, consulting and involving others, humility and selflessness, modeling integrity, authenticity, inspiring and influencing teachers to creatively have changed mindset to attend regularly and teach to strive for the shared vision and goal of the school” (Northhouse, 2016).

The study found out that school heads conceptualize vision, mission school goal and shares them with teachers to enthusiastically perform; this was supported by 85% of the respondents giving a mean of 3.9. This means that most head-teachers always share and remind their subordinates of the vision, mission and goals of their schools which encourages teachers to work towards achieving the set goals of their schools thus improving teachers’ performance in selected secondary schools in Bunya South County in Mayuge District. On contrary, several studies such as Lapus, (2018); Jaudian (2009) and Gergen (2006) as cited by Northhouse (2016), argue that servant leadership theory leaves out significant leadership tasks like, steering, setting targets, designing of vision and mission of an organization or a school. The use of “value push,” servant leadership theory is hardly applied by servant head teachers (Northhouse, 2016).

The study further revealed that school heads honour other staff’s views, perspectives and serve together with them to have one community as this was agreed by 100% of the respondents giving a high mean value of 4.55. This implies that when head-teachers respect and recognizes staff views, engage them in decision making and other administrative school programs, it motivates teachers and gives them courage to perform to the best of their abilities thus improving teachers’ performance in secondary schools in Bunya South County in Mayuge District. In the same line, Cerit (2020) posit that principals who practice servant leadership relate positively with teachers which results in good organizational/school commitment by all the

stakeholders. In addition, Mustefa (2021) and Cerit (2010) affirm that when head teachers show support and care to their subordinates, team spirit will be improved via note making, scheming, inspiring learners and realize timely syllabus coverage.

Lastly, the study found out that head teachers display empathy & stewardship over teachers in the due course of planning, budget performance and allocations and even give a hand to subordinates in difficult times. This was supported by a bigger number of respondents (60%) and a mean value of 3.25. This implies that although most head-teachers display empathy and stewardship over their teachers during planning, they do not engage them in budgeting and resource allocations and they rarely offer support to them during difficult times which is a threat to the performance of teachers in secondary schools in Bunya South County in Mayuge District. Similarly, Oco et al. (2022) posit that servant head teachers develop team spirit and sharing the same vision through dedication, planning together, Budget processing and implementation is done as a team, challenges like mistrust, suspicion, strikes and instigations will be minimal instead effective teaching will be implemented. On contrary, Mustefa (2021) who urges that head teachers who use servant leadership style live servant hood without expecting recognition as autocratic leaders do but their priority is on assisting others to shine through acquiring leadership experiences and in the long run, indirectly these attributes benefit.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusions, recommendations and suggested Areas for further study.

6.1 Conclusions

The study concludes that there is a great impact of autocratic leadership on teachers' performance in selected secondary schools in Bunaya South County since it was revealed that in schools where head-teachers use autocratic style of leadership, teachers' performance was also high as this was revealed by most responses as shown by the high average mean value of 4.15 from the statements that were used to assess the impact of autocratic leadership on teachers' performance and in schools where school heads don't use authority, teachers over relax which leads to low performance. Therefore, authority in schools has a bigger impact on teachers' performance; it should be given attention and priority if teachers' performance is to be optimized in secondary schools in Bunya South County in Mayuge District.

The study also concludes that there is a positive effect of democratic leadership style on teachers' performance in selected Secondary schools in Bunya South County in Mayuge District since it was revealed that schools whose head-teachers practice democratic leadership showed improved teachers' performance as this was indicated by the high average mean value of 4.22 of the responses from the statements that were used to measure the effect of democratic leadership style on teachers' performance. Therefore, democracy is paramount in schools for teachers in secondary schools in Bunya South County in Mayuge District to perform to both their expectations and their best.

The study also concludes that there is a significant influence of servant leadership style on teachers' performance in selected secondary schools in Bunya South County

in Mayuge district since it was revealed that schools whose head-teachers adopted servant style leadership motivated teachers to perform to their best as this was indicated by the high average mean value of 3.83 of the statements that were used to measure the influence of servant leadership on teachers' performance. Therefore, servant leadership style can be a key management tool in motivating teachers to improve their performance in secondary schools in Bunya South County in Mayuge District.

6.2 Recommendations

In regard to the findings and drawn conclusions, the study recommends as follows;

The study recommends that government together with the relevant educational stakeholders should encourage and train head-teachers to become servant leaders so that they implement all the qualities of a servant leader for effective and conducive teaching/learning environment hence enhancing teachers' performance.

Additionally, the study recommends that head-teachers should adopt new ideas, learn to motivate staff and work towards achieving the set school goals if they are to realize improved teachers' performance in their schools

The study further recommended that the government through the Ministry of Education and sports should regularly engage head-teachers and teachers whenever new ideas/programs arise for betterment of teachers' performance.

Further still, the study recommends that head-teachers should engage teachers on how to take responsibilities and ensure regular assessment of students for effective feedback, clearly stipulating the school programs to students, develop self-awareness, ensure regular attendance of teaching staff as well as respecting one another for improved teachers' performance.

The study recommended that the District Education Officer through Ministry of Education and Sports should carry out training on all classroom teachers in the

district, for them to know the principles of democratic leadership style if they want it be applicable in their public secondary schools. This shall enable them (teachers) learn and appreciate the dynamics of the leadership style and not abuse it to affect their affective job commitment.

The study recommended that a consultant should be employed by the District Education Officer and District Inspector of Schools as well as other relevant bodies in the district to train all head-teachers in a workshop on the best practices of applying democratic leadership style in their respective schools. The advantages of this leadership style are better is the leaders know how to use it; since it's more participatory it shall help in improving on the affective job commitment of secondary school teachers.

The study recommended that the Ministry of Education and Sports with other education development partners should put emphasis on training all the head-teachers on how best practices of applying autocratic leadership in a school environment and as well be able to obtain high teachers' job commitment . After such training the professional relationship between head-teachers and classroom teachers and can be kept professional but they ensure that teachers do not fear them to affect performance of teachers.

The study recommended that head-teachers need to be a bit more lenient in their autocratic leadership style in that while they emphasize supervision of their classroom teachers, it should be leniently directed such that classroom teachers do not look at it as if they are being forced or literally taken with low capacity to do the work. The supervision process should endeavor to build the confidence of classroom teachers to perform.

The study recommended that school head-teachers that want to use Laissez faire leadership style should endeavor to employ highly skilled classroom teachers that do not require a lot of supervision as they doing their work. Such classroom teachers must have characteristics of being highly skilled, experienced; have pride in their work and the drive to do it successfully on their own.

6.3 Areas for Further Study

The current study was limited to the influence of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

It is, therefore suggested that another study could be conducted in another part of the country for comparison purposes to allow for generalization of findings on the influence of head-teachers' leadership styles on teachers' performance. In addition, a study could also be carried out to investigate the effect of motivation on teachers' job performance.

In conclusion, more research should be done about the head-teacher leadership styles and performance of teachers in secondary schools in Uganda so as to compare with results got from Bunya South County in Mayuge District so as to draw a ground for recommendations. Conversely, there is much more need for research to find out the core causes of the dilapidating education standards in Mayuge District secondary schools.

REFERENCES

- Abwalla, J. (2014). *The principal's leadership styles and Teachers' performance in General secondary schools of Gambella Regional State*; A master's Thesis.
- Adangabe, A. A., & Boateng, B. (2022), *head teachers' leadership styles and students' academic performance in selected schools in the Ahafo-Ano south District in Ghana*: South Asian Journal of social sciences & Humanities. 2(6): 20-29. Doi: 10.48165/sajssh. Hilla Liman Technical University.
- Adia, A. C. (2016). *Head teachers' leadership styles and learners' performance in primary schools in Gulu District, Uganda*. Uganda Management Institute-UMI.
- Adeyemi, T. O. (2016), *Principals' leadership styles and teachers' job performance in senior secondary schools on Ondo State, Nigeria*; Journal of Educational Administration and policy studies 2(6), 83-91.
- Adeyemi, T.O. & Agawin, C. (2013). *Explores school leaders' leadership styles that satisfy school teachers*. Research project, Cagayande Oro city, Philippines.
- Ahmed, L., & Iqbal, P. (2020), *Impact of Authoritative and Laissez-faire leadership on thriving at work: The moderating role of conscientiousness*. European journal of investigation in Health, Psychology and Education; 11(3), 667-685.
- Aikman, L. & Unterhalter, S. (2015). 'The Measurement and Antecedents of Affective, Continuance and Normative Continuance'. *Journal of Occupational Psychology*, 63: 1-18.
- Amin, M. E (2005). *Social Science Research Conception, Methodology and Analysis*, Kampala, Makerere University.
- Amutabi, S. (2019). *The drivers of employee engagement*. IES Report No. 408. Brighton, UK: Institute for Employment Studies.
- Anne, S. (2016). *Leaders: The strategies for taking charge*. 1st ed. (New York) Harper & Row

- Anayatin, R. (2023). *The Influence of Leadership Styles on Teacher Job Satisfaction*. Educational Administration Quarterly. *Handbook of leadership*, New York City, USA Free Press
- Asiimwe, S. & Niyikiza, Y. H. (2023). *Head teachers' leadership styles & students' discipline in selected secondary schools in Nyagatare District, Rwanda*.
- Atukwatse, P. (2024). *Influence of Parents' Involvement in School Activities on Students' Academic Performance: A Case of Selected Secondary Schools in Jinja City*. Uganda Christian University (Masters' Dissertation)
- Ayesha, S. & Cheng, S. K. (2027). *Influence of Principals' Leadership Styles on Students' Certificate of Examination Performance in Central Uganda*. Unpublished M.Ed project, Kampala, Kampala International University.
- Bansal, R. (2020). *Effects of Head-teachers Management Styles on Performance in Physics at KCSE Exams in Mutomo Division, Kitui, District*. Unpublished, M.Ed. project. Nairobi, University of Nairobi.
- Bakare, R. & Oredein, E. (2022). *The Effect of Reward Management on Employees Commitment in the Universities in Nakuru County-Kenya*. *Journal of Human Resource Management*; Vol. 4(4):37-48.
- Barrett, P. (2022). *Relationship between leadership behaviour of public secondary school principals and the motivation levels of teachers in Kiambu district*. Kenya unpublished M. Ed project. Nairobi, Kenyatta University.
- Bennett, R. (2024). *Job Satisfaction of Secondary School Principals in the Rift Valley Province, Kenya*. Unpublished M. Ed Thesis, Ontario Thunder Bay, Lake head University.
- Boampong, R., Denteh, S., Issaka, E., & Mensah, S. (2016). *Facet and overall satisfaction of secondary school administration and teachers in Kitui district, Kenya*. Unpublished M Ed. Univ of Saskatchewan.

- Boonla, P. & Kunwar, I. A. (2023). *A Comparative Study of the Impact of Principals' Leadership Styles on Job Satisfaction of Teachers*. Unpublished Ph.D. Thesis, University of Punjab. Lahore, Pakistan.
- Calles, D. & Mbugua, J. M. (2019). *Study of Motivational Needs and Satisfaction of Secondary School Business Studies Teachers in Nairobi Province*. Unpublished M.Ed. Thesis. Nairobi, University of Nairobi.
- Catid, M. (2022). *Leadership styles: Impact on Brigada Eskwela level of implementation, Misamis oriental, Philippines*.
- Chard, A. R. A. (2021). *Performance of college of Education Graduates in the Licensure Examination for teachers: A descriptive study at St. Lasalle University*.
- Changwa, R. (2020). *A three-component conceptualization of organizational commitment*. Issues in Educational Management. Enugu-Hipuks: Additional Press.
- Chukwusa, J. (2019). *Autocratic leadership style; Obstacle to success in academic Libraries*. Library philosophy and practice.
- Cuadra, E. (2022). *Effects of school heads on the performance of teachers in teaching & learning process, Pasay- City, Philippines*.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and mixed methods Approaches (4th ed.)*, Thousand Oaks, CA: Sage.
- Education Report, 2016).
- Education Act, 2008;
- Dogara, S. & Nonyelum, E. (2020). *Impact of democratic leadership style on job performance of subordinates in academic Libraries in Port Harcourt, River state, Nigeria*: International Journal of Research Granthaalayah, 6(10), 232-239.

- Durga, D. & Prabhu, J. (2021). *Democratic or autocratic leadership style? Participative management and its links to rewarding strategies and job satisfaction in SME*, Athens journal of Business and economics, 4(2),193-218.
- Eldridge, J. K. (2024). *Insights in leadership in Education; Original Research Article vol.8*: School of Education; Jain University, Bengaluru, India.
- Fatkul, D. W. & Johnson, R. T. (2021). *Learns together and alone: cooperative and Individualistic learning*. Allyn and Bacon.
- Farooq, R., Dilshad, S., & Qadir, E. (2022). *'Relationships Among Affective job commitment, Organizational Affective Commitment and Turnover Intentions of University Academicians in Tanzania'* The Pan-African Journal of Business Management, Volume 4, Issue 1: 47
- Habashy, P. (2016). *Leadership styles and Teachers Job Satisfaction in selected private secondary schools in wakiso district*. Kampala: Unpublished B.Ed dissertation
- Hammond, R. (2016). *Effects of Principals' Leadership Styles on Motivation Levels of Teachers in Public Secondary Schools in Apac District*. Unpublished, M.Ed. project. Kampala: Kampala International University.
- Habashy, E. S. (2016). *The Impact of Head teachers' leadership and Teacher Success on quality Education; Advances in social sciences, Education and Humanities Research*; Atlantis press: volume 565, proceedings of International conference on Education Universitas; PGRI, Palembang.
- HRone (2023). *Outstanding leadership styles in different Cultures; Chinese vs. American Approach*.
- Ghalem, S. (2016). *Developing teacher leadership*; a paper presented at the 5th Edition. ACP conference. Kampala, Uganda.
- Gitonga, R. S. (2022). *Leadership Effectiveness, Leadership Style and Employee Readiness*. Organization Development: Kampala: (MUK Dissertation).

- Juntahan, S. (2020). *Leadership Style Factors that Influence Motivation of Pre-School Teachers in Public Pre-Schools in Embu North District*, Embu County, Kenya. Unpublished M. Ed Project, Nairobi. University of Nairobi.
- Kamba, P. & Nsubuga, Y. K. K (2022). *Developing teacher leadership*; a paper presented at the 5th Edition. ACP conference. Kampala, Uganda.
- Kanywa, M. K. (2022). *Satisfaction in public secondary schools in Meru South sub-county*, 5(9), 1-6.
- Kaltenecker, H. L. (2021). *The Relationship Between the Principals' Leadership Styles and Teachers' Job Satisfaction of Secondary Schools in Anambra State*. Unpublished PhD Journal. Thesis, University of Nigeria, Nsukka
- Kenya National Research Council (1996). *School leadership in Europe: Issues, challenges and opportunities: Education International*. Trade Union committee for education-Brussels.
- Kiprob, T. (2015). *A Study of the Effects of Leadership Styles on Performance in UNEB Exams in Uganda*: Unpublished M.Ed. Thesis, Kampala University.
- Kitavi, L. (2020). *Relationship between Head-teacher - teacher relations and teacher effectiveness in secondary schools in Soroti District*. Kampala: (Master's Degree Thesis-Makerere University)
- Kootz, L. (2013). *An investigation of job satisfaction of the mathematics and science teachers in secondary schools in Murang'a district*. Unpublished M. Ed, Thesis, Nairobi, Kenyatta University.
- Kosgei, T., Tanui, S. & Rono, L. (2018). *Universal secondary Education (USE): blessing or curse? The Impact of USE on Educational attainment and performance*: DOI:10.13140/RG.2.1.1377.2241, University of Antwerp.
- Krejcie, R. V. & Morgan, D. W. (1970). *Determining sample size for research activities: Educational and psychological measurement, published by Sage*.

- Kwasi, R. & Ward, B. (2022). *Networking for Education Improvement*, in Goodlad, J.I. (Ed), *The Ecology of School. Renewal*, Chicago, IL: Chicago University Press.
- Lewin, W. E. (2016). *The Influence of Leadership Styles on Leaders' Job Satisfaction*. Educational Administration Quarterly. *Handbook of leadership*, New York City, USA Free Press
- Lopez, R. & Ensari, P. (2020). *The Effect of Reward Management on Employees Commitment in the Church Projects*. Journal of Human Resource Management; Vol. 4(4):37-48.
- Lochan, S. (2020). *Introduction to leadership concepts and practices*. Thousand Oaks, CA: Sage publication
- Lubowa, S. (2022). 'Communication, Commitment & Trust: Exploring the Triad'; International Journal of Business and Management Vol. 6, No. 6. www.ccsenet.org/ijbm; doi:10.5539/ijbm.v6n6p77.
- Igwe, S., Ndidiamaka, P., & Chidi, E. (2017). *Effects of Head teachers' Leadership styles on Job Satisfaction in public Secondary Schools in Tetu District*. Unpublished M.Ed. Thesis, University of Nairobi.
- Ingram, W. G. (2019). *Head teachers leadership: The strategies for taking charge*. 1st ed. (New York) Harper & Row
- Mabonga, G. (2021). Competence-based curriculum in Uganda: *The reality on ground, successes, challenges and recommendations*, Aga khan University, Tanzania. DOI: 10.13140/RG.22.33473.84329.
- Mahadevan, S. (2022). 'The Measurement and Antecedents of Affective, Continuance and Normative Continuance'. *Journal of Occupational Psychology*, 63: 1-18.
- Makura, S. (2021). *Servant leadership and successful practices: An exploratory case study in the context of a private university in Dubai*. [Dissertations thesis for Management Leadership and Policy (MLP), Makerere University)

Mayuge DIS report, (2019).

Meyer, P. & Lopus, H. (2020). *Assessment of school-based management practices: Basis for Leadership Training Programs*. Philippines.

Mc Kinsey, L. (2022). *Relationship between leadership behaviour of church leaders and the motivation levels of teachers in Kiambu district*. Kenya unpublished M. Ed project. Nairobi, Kenyatta University.

Mustafa, R. (2021). The Role of Effective Servant Leadership Styles in Church Project Management: A Study of Erbil, Iraq. *International Journal of Economics, Commerce and Management*. United Kingdom: Vol. V, Issue 4, Page 107.

Muhamudu, S. & Kolzow, D. E. (2023). *A Comparative Study of the Impact of Principals' Leadership Styles on Job Satisfaction of Employees*. Unpublished Ph.D. Thesis, University of Punjab. Lahore, Pakistan.

Mbogori, P. (2022). *Job Satisfaction of Church Managers in the Rift Valley Province, Kenya*. Unpublished M. Ed Thesis, Ontario Thunder Bay, Lake head University.

Murtaza, A. (2022). *An analysis of head teachers' leadership styles In relation To The Characteristics of Teachers' performance*: Journal of positive school psychology; vol. 6, No.9, 988-1001: Faculty of Education, University of Sindh, Pakistan.

Mustefa, J. (2021). *Government school principals' leadership style & its Effect on academic achievement in Ethiopia*. New York science Journal: 14(11): 10-15.

Muwanga, S. B. (2019). *Cross sectional leadership style and Job satisfaction in Business enterprises in Nepal (un publishing doctoral dissertation)*. Faculty of management, Tribhuvan University, Kathmandu, Nepal.

Namirembe, N. D. (2015). *Head teachers' leadership styles and Teachers and their effect on Teachers' morale in selected secondary schools in Wakiso District*.

- Nasiru, M. (2015). *Teachers' perception of Principals' leadership styles in secondary schools in Sokoto North local Government Area*; IUIU: URI:<http://hdl.handle.net/20.500.12309/222>.
- Ndauka, S. S. (2021). *The role of heads of schools' leadership styles towards teachers' work commitment in Tanzania public secondary schools*. Global scientific journals; volume 9, issue 11. University of Iringa, Tanzania.
- Ndunda, M. P., Mutuku, K. G. & Mwanja, M.J. (2023). *The extent to which principals' use of autocratic leadership style Influences Students' Academic performance in public secondary schools in Kenya*. International journal of management & social sciences Research; Volume 09, Issue 04 South Eastern Kenya University.
- Ndungu, S. & Naluwemba, F. (2019). *School heads' Leadership Traits and teachers' academic Attainment in Uganda's High schools*. Donnish Journal of Educational Research and Reviews: vol.2 (3); Makerere University, Kampala, Uganda.
- Oco, R. (2022), *Job Satisfaction and performance of junior High school Teachers*. International Journal of Advanced Research (IJAR).
- Oketcho, E. J. & Omega, S. (2019). *Head teachers' management styles and Teachers' role performance in secondary schools in Tororo District, Uganda*.
- Onen, D. (2020). *Leadership styles and Employees' performance*; Kampala: Makerere University.
- Orace, T.M. Nabukeera, M. & Ejuu, G. (2021). *Remuneration and teacher performance in secondary schools in Gulu Municipality, Uganda*. Research Journal of education.
- Romila, M. D. (2024). *School heads' leadership styles and teachers' performance; A multidisciplinary Journal psychology & education, vol. 17, Issue 1, pages 33-38: Doi: 10.5281/zenodo*, International standard serial no. Turkey.

- Saima, M. (2022). *Effectiveness of Female Heads' leadership styles in school improvement at secondary level; VFAST Transactions on Education and social sciences, vol.10:14. DOI: 1021015/Vtess. V1013.1323.*
- Ssempala, R. & Senge, P. M. (2019). *The fifth discipline: The Art and Practice of the learning Organization, Double day/ Currency, New York, NY.*
- Uganda Bureau of Statistics- UBOS, (2014), National population and Housing Census (NPHC).
- Watson, T. N. & Rivera-Mc Cutchen, R. L. (2016). Black Liver Matter: A call for transformative leadership; *Journal of cases in Educational leadership, 19(2), 3-11.*
- Yukl, G. (2010). *Leadership in Organization, 7th Edition; NJ Pearson.*

APPENDICES

APPENDIX A:

Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX B: INFORMED CONSENT FORM (Individual Interviews)

TITLE OF STUDY: Head teachers' leadership styles and teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda.

Principal investigator: Isabirye Bashir

Introduction: I Isabirye Bashir +256 783846785, is carrying out research entitled, "Head teachers' leadership styles and teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda." My research study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration Management and Planning.

The aim of the study is to examine the effect of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda and the researcher make recommendations to policy makers and other Educational stake-holders. This document explains the nature of the study to you the respondent. In case you have any questions, then, will be responded to after the study objectives have been explained to you. If you agree to participate in the study, you will be requested to sign this informed consent document. A copy will be retained by you (respondent). The research study is facilitated by the researcher (Isabirye Bashir).

Purpose of Study: The purpose of the study is to ascertain the influence of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda.

Study Procedures: Your participation in the study will help to involve individual interview that will lead to share experiences, ideas, values and opinions concerning head teachers' leadership styles and teachers' performance in selected secondary schools in the Bunya South County. The individual interview will last about 20-30 minutes that will also be audio recorded. Collected data and audio records will be transcribed for verifying and coding. Interviews will be arranged and scheduled basing on your agreed convenient time.

Who will participate in the Study? The study will include; Inspector of schools, head teachers, Directors, deputy head teachers and teachers. Inspector of schools, head teachers, directors and deputy head teachers will be interviewed from the ten (10) sampled secondary schools. Teachers will fill the questionnaires and participate in focus group discussions.

Risks: This study has no risks to you as an individual or your school apart from the risk of inconveniencing you for your busy schedule during the interview or responding to the questionnaire.

Benefits: There will be no direct benefit to you for participating in this study. However, the information achieved from this study may assist the institutions and policy makers to sensitize educational stakeholders to adopt appropriate leadership styles that encourage effective teaching/learning process to attain excellent academic performance in schools. The school administration may need a copy for reference and in agreement with the researcher may request for a presentation to help in sharing knowledge with school administration, policy makers, teachers and support staff.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning codes names/numbers for participants that will be used on all research notes and documents, and keeping notes, Interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include; but not limited to, incidents of abuse and suicide risk.

Contact Information or questions: If you have questions about this study, or adverse experiences as a result of participating in this study, you may reach the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not

feel you can discuss with the primary investigator, please contact the Chairperson Uganda Christian University Research Board on [Tel:+256\(0\)772405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug.

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of the consent:

I..... grant consent that as a head teacher, Director, deputy head teacher, a teacher selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Isabirye Bashir for research purposes.

I am aware that my discussions may be audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name:.....

Signature:

Researcher's Name: Isabirye Bashir

Signature:

Date:

APPENDIX C: INFORMED CONSENT FORM (Questionnaire).

TITLE OF STUDY: Head teachers' leadership styles and teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda.

Principal investigator: Isabirye Bashir **Institution:** Uganda Christian University

Introduction: I Isabirye Bashir +256 783846785, is carrying out research entitled, "Head teachers' leadership styles and teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda." My research study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration Management and Planning.

The aim of the study is to examine the effect of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda and the researcher make recommendations to policy makers and other Educational stake-holders. This document explains the nature of the study to you the respondent. In case you have any questions, then, will be responded to after the study objectives have been explained to you. If you agree to participate in the study, you will be requested to sign this informed consent document. A copy will be retained by you (respondent). The research study is facilitated by the researcher (Isabirye Bashir).

Purpose of Study: The purpose of the study is to ascertain the influence of head teachers' leadership styles on teachers' performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda.

Study Procedures: Your participation in the study will help to involve individual interview that will lead to share experiences, ideas, values and opinions concerning head teachers' leadership styles and teachers' performance in selected secondary schools in the Bunya South County. The individual interview will last about 20-30 minutes that will also be audio recorded. Collected data and audio records will be transcribed for verifying and coding. Interviews will be arranged and scheduled basing on your agreed convenient time.

Who will participate in the Study? The study will include; Inspector of schools, head teachers, Directors, deputy head teachers and teachers. Inspector of schools, head teachers, directors and deputy head teachers will be interviewed from the ten (10) sampled secondary schools. Teachers will fill the questionnaires and participate in focus group discussions.

Risks: This study has no risks to you as an individual or your school apart from the risk of inconveniencing you for your busy schedule during the interview or responding to the questionnaire.

Benefits: There will be no direct benefit to you for participating in this study. However, the information achieved from this study may assist the institutions and policy makers to sensitize educational stakeholders to adopt appropriate leadership styles that encourage effective teaching/learning process to attain excellent academic performance in schools. The school administration may need a copy for reference and in agreement with the researcher may request for a presentation to help in sharing knowledge with school administration, policy makers, teachers and support staff.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents. Keeping notes, interview transcripts, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include; but not limited to, incidents of abuse and suicide risk.

Contact Information or questions: If you have questions at any time about this study, or you experience adverse effects as a result of participating in this study, you

may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the primary investigator, please contact the Chairperson Uganda Christian University Research Board on [Tel:+256\(0\)772405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the REC administrator on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug.

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of the consent: I.....grant consent that as a head teacher, Director, deputy head teacher, a teacher selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Isabirye Bashir for research purposes.

I am aware that my discussions may be audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name: Signature:

Researcher's Name: Isabirye Bashir Signature:.....

Date:.....

APPENDIX D: QUESTIONNAIRE (Teachers)

Dear Participant,

I am Isabirye Bashir, a student of Uganda Christian University, pursuing a Master Degree of Education in Planning and Administration. This questionnaire is designed to study, “Head teacher’s leadership styles and teachers’ performance in selected secondary schools in Bunya South County in Mayuge District, Eastern Uganda”. Because you are the one who can give the correct picture, I am requesting you to respond to the questionnaire frankly and honestly. Only the members of the research team will access the information you give. The researcher will be grateful if you could spare a few minutes to complete this questionnaire. Thank you very much for your time and co-operation.

Section A. Background data

1. What’s your gender?

i). Male ii). Female

2. What is your age bracket?

Age	18-27 yrs.	28-37yrs	38-47	48-57	Above 57 years
Code					

3. What is your highest level of education?

Education	Certificate	Diploma	Degree	Masters	PhD
Code					

4. How long have you spent serving in this school?

Period	Less than 5 years	6-10 years	11 -15 year	Above 15 years
Code	1	2	3	4

Section B:

Instructions

In this part and the part that follows, you are required to tick the most appropriate option applicable to you.

You are requested to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

(1) Assess the impact of autocratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

No. Qns	Statements	1	2	3	4	5
a).	In my school, instruction to follow timetable which is strictly supervised, encourages teachers to complete academic syllabus in time.					
b).	In my school, lack of teamwork& consensus for academic planning and assessment leads to low morale of the teachers hence poor academic performance.					
c).	In my school, commands, too much authority and control misguide the subordinates and accelerate bitter relations.					
d)	In my school, teachers tasked to assess learners monthly helps to meet students' demands timely.					
e).	In my school, teachers are commanded to go to class even if are not on the timetable but we want results.					

Section C:

You are requested to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (2)
 Ascertain the effect of democratic leadership style on teachers' performance in selected secondary schools in Bunya South County in Mayuge district.

No. Qns	STATEMENTS	1	2	3	4	5
a).	In my school, collective and participative school's management help to establish team work before any decision is taken.					
b).	In my school, Observing students, listening carefully to teachers' ideas and explanations by head teacher and make instructional decisions, help teachers to teach.					
c).	In my school, the goals and objectives of the school are considered, shared among the staff members and own them to perform better in academics and accomplish the set goals.					
d)	In my school, consultations are done before decision is made, so consensus is common which help teachers to own the school state of affairs and perform.					
e).	My school, head teacher embarks on individual teacher's consideration like support, develop, respect, motivate and make their vision achievable to effectively perform.					
f).	In my school, students and teachers needs are surveyed, involved and supported to achieve the set goal.					
g).	In my school, meetings and other time consuming resolutions influence the delays in decision making.					
h).	In my school, democratic school management promotes good governance and teachers' performance.					

Section D:

You are requested to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (3)

Evaluate the influence of servant leadership style on teachers’ performance in selected secondary schools in Bunya South County in Mayuge district.

No. Qns	Statements	1	2	3	4	5
a).	In my school, the school head is Committed to the emotional growth of his/her subordinates which help teachers to appreciate the environment and effectively teach, assess and grade learners.					
b).	My school head is a good listener and persuasive to teachers’ ideas and encourage them to perform their duties like making continuous assessment items (CAIs).					
c).	My Headteacher creates awareness to teachers, students and has ability of team building that lead teachers to collaboratively make notes, scheme at departmental levels.					
d)	My school, head teacher conceptualizes vision, mission school goal and shares them with teachers to enthusiastically perform.					
e).	In my school, the school head honours other staff’s views, perspectives and serve together with them to have one community.					
f).	In my school, head teacher displays empathy & stewardship over teachers in the due course of planning, budget performance and allocations and even give a hand to subordinates in difficult times.					
g).	Any other (specify) ----- ----- ----- -----					

Section F:

You are request to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

The teachers' performance in selected secondary schools in Bunya South County in Mayuge District.

No. Qns	STATEMENTS	1	2	3	4	5
a).	Teachers finish the syllabus in time					
b).	Teachers ensure that students understand all the syllabus content in the teaching process					
c).	Teachers ensure that termly and other periodical exams are conducted					
d).	Teachers are always at punctual at work					
e).	Teachers are always at school for duty (regular attendance)					
f).	Teachers ensure that evaluation reports are submitted in time					
g).	The school gets many good grades in final UNEB exams					
h).	Teachers are always cooperative with others (team work)					
i).	Teachers are always obedience to authority					

Thank you for your co-operation

APPENDIX E: INDIVIDUAL INTERVIEW GUIDE

Head teacher, Deputy Head teachers and Directors

Guiding Questions

1. In your view, what is the impact of autocratic leadership style on teachers' performance in your school?
2. In your view, what is the effect of democratic leadership style on teachers' performance in your school?
3. In your view, what is the influence of servant leadership style in your school?
4. How best do you want leadership styles/approaches to be improved in your school?
5. How best should school management decisions be improved in your school?

Thank You for your cooperation

APPENDIX F: FOCUS GROUP DISCUSSION

(Teachers)

Guiding Questions

1. In your view, what is the impact of autocratic leadership style on teachers' performance in your school?

.....
.....

2. In your view, what is the effect of democratic leadership style on teachers' performance in your school?

.....
.....

3. In your view, what is the influence of servant leadership style on teachers' performance in your school?

.....
.....

4. How best do you want leadership styles/approaches to be improved in your school?

.....
.....

5. How best should school management decisions be improved in your school?

.....
.....

Thank You for your cooperation

APPENDIX G: INTRODUCTORY LETTER



**UGANDA CHRISTIAN
UNIVERSITY**
A Centre of Excellence in the Heart of Africa

25/06/2024

To: Isabirye Bashir

Uganda Christian University Mukono

Type: Initial Review

Re: UCUREC-2024-916: Head Teachers' Leadership Styles And Teachers' Performance In Selected Secondary Schools In Bunyasouth County In Mayuge District, Eastern Uganda.

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on 20/06/2024 approved the above referenced study.
Approval of the research is for the period of 25/06/2024 to 25/06/2025.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of 25/06/2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:



PAPER NAME	AUTHOR
Isabirye Bashir Final Dissertation.docx	ISABIRYE BASHIR
WORD COUNT	SIZE
120 Pages	23.7KN
SUBMISSION DATE	REPORT DATE
Oct 19, 2024 12:35 PM GMT+1	Oct 19, 2024 12:35 PM GMT+1

• 19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 13% internet database
- 4% Publications database
- Crossref database
- Crossref Posted Content database
- 12 Submitted Works database

• Excluded from Similarity Report.

- Bibliographic materials
- Quoted materials



CURRICULUM VITAE FOR ISABIRYE BASHIR

PERSONAL INFORMATION

Name: Isabirye Bashir

Date of Birth: 25th.July, 1979.

Marital Status: Married.

Sex: Male.

Nationality: Ugandan.

Physical Address: Bugono A., Bugono parish, Nabitende Sub-County, Iganga District.

Tel. Contact: 0783846785/0753679917.



Email Address: isabiryebshr@gmail.com.

NIN: CM79007104FU5A.

Introduction.

Isabirye Bashir is a qualified secondary school teacher with twenty years of experience in teaching.

Educational Background.

Year	Institution	Award
2010-2012	Uganda Christian University	Bachelors' Degree in Education
2002-2004	NTC-Kaliro	Diploma in Education Secondary
2000-2001	Iganga Progressive SS	UACE
1996-1999	Iganga Progressive SS	UCE

1989-1995 Buweira Primary School Primary Leaving Examinations.

Responsibility held.

Year	Responsibility	Organization
2012- to-date	Deputy Head teacher	Itanda Secondary School
2010-to-date	Chairperson Procurement committee (PDU).	Itanda Secondary School
2008-2009	Director of Studies	Itanda Secondary School
2004-2007	Class teacher	Itanda Secondary School

Hobbies: Reading books, Footballer, listening to students' ideas and tourism.

Referees

1. **Mr. Kakaire Godfrey. 0784657241**
Head Teacher Itanda S.S
2. **Hon: Bwino Fred Kyakulaga. 0709233064**
Minister of State for Agriculture

I Isabirye Bashir declare that the above information is true and given out of my knowledge.