

**PREDOMINANT HEADTEACHER LEADERSHIP STYLES AND QUALITY OF  
TEACHING IN GOVERNMENT- AIDED SECONDARY SCHOOLS  
IN NABILATUK DISTRICT**

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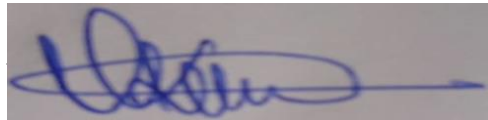
**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION AS PARTIAL  
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## DECLARATION

I, OKELLO BOSCO, hereby declare that this dissertation entitled, 'Predominant Head-teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District' is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

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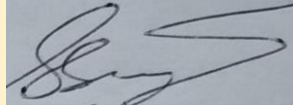
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### **APPROVAL**

I certify that this dissertation entitled, ‘Predominant Head-teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District’ has been under my supervision and is now ready for submission to the school of postgraduate for external examination.

Signature:



**Samuel Ssozi Kafuuma, PhD.**

**(Supervisor)**

Date: 4<sup>th</sup> January, 2024

## **DEDICATION**

This dissertation is dedicated to my beloved parents, wife and children.

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I thank the Almighty God for giving me the grace; guidance and strength throughout the whole study period, and more specifically for enabling me complete this work. I am very grateful to my parents, beloved wife, my children, relatives and friends for the love, care, and support throughout the master's programme.

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## ACRONYMS AND ABBREVIATIONS

CAO	Chief Administrative Officer
CELM	Certificate of Education Leadership and Management
DEO	District Education officer
DV	Dependent Variable
ESCA	Education Service Commission Act
IV	Independent Variable
ICT	Information Communication Technology
LGED	Local Government Education Department
NCDC	National Curriculum Development Centre
UCU	Uganda Christian University
UNEB	Uganda National Examination Board
SPSS	Statistical Package for Social Scientists
USE	Universal Secondary Education

## ABSTRACT

The study aimed at establishing the influence of the dominant head-teacher leadership styles and quality of teaching in the government aided secondary schools in Nabilatuk District. The study objectives included; to investigate the extent to which autocratic leadership style influence on quality of teaching in selected government-aided secondary schools, to investigate the extent to which democratic leadership style influence on quality of teaching in selected government-aided secondary schools, and to establish the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools.

A cross-sectional research design was employed, with both qualitative and quantitative approaches. The research sample comprised of purposively selected respondents, namely: four (4) head teachers, four (4) Deputy Head teachers, and two (2) District Inspectors of School. Seventy six (76) teachers were also randomly selected for the study. Data were collected using questionnaires and interviews and stored by SPSS software. Analysis of the quantitative data was done with Pearson correlation technique while the qualitative data from interviews were thematically scrutinised to evaluate the content.

Study findings revealed that there is a moderately high significant positive effect of autocratic leadership style on quality of teaching [( $r=.686$ ,  $p=.000$ ); *coefficient of determination* ( $R^2=0.471$ )] denoting a 47.1 % positive variation in quality of teaching due to the application of autocratic leadership style. Democratic leadership style was also found to be a moderately significant positive influencer of quality of teaching [( $r=.589$ ,  $p=.000$ ); ( $R^2=0.346$ )] implying that any changes in democratic leadership style can shift quality of teaching by about 34.6%. It was further found out that there is a low positive significant influence of laissez faire leadership on quality of teaching [ $r=0.342$ ,  $p=0.000$ ; *regression coeff 0.117*]; meaning that any changes in laissez-Faire leadership style would influence teaching quality by 11.7% chance deviation in quality of teaching.

Recommendation; while autocratic leadership (due to its immense focus of organisational mission and goals) it is thus recommended that it shouldn't be applied singularly as it also bears several weaknesses - reducing the employee to a machine status with scanty psychological warmth. By this very fact, other styles (democratic and laissez faire) that treat man as a living human being must be used wisely and according to the obtaining situations.

## **CHAPTER ONE**

### **INTRODUCTION**

The quality of teaching in secondary schools has become a challenge worldwide. Many parents through the governing boards and parents/teachers' associations have raised concerns that most teachers are not teaching as required possibly owing to the head-teachers' their bad dominant (Adele, 2019). This study investigated the predominant leadership styles and their influence on the quality of teaching in government-aided secondary schools in Nabilatuk district. This chapter presents the background to the study, problem statement, purpose and objectives of the study, research questions, and scope of the study, its justification and significance as well as the conceptual framework to streamline the process of the study.

#### **1.1 Background to the Study**

##### **1.1.1 Historical Background**

Various researchers have instituted proven instances where the utilisation of appropriate leadership has been found to influence greater performance in schools (Korir & Kipkebut, 2016). This scholar studied the principals' leadership styles and their influence on the respective teachers' affective job commitment in Nakuru, Kenya. The findings revealed that teachers preferred transformational leadership which to them was giving them greater freedom in the decision making process. The teachers decried the excesses of coercion, forcing them to comply without sufficient reason, debate and conviction. The teachers spoke highly of leaders characterized as having democratic leadership styles because these were providing the employees with room for maneuver. Paradoxically some also liked authoritative because these were

said to readily confront environmental hardships, without fear. Equally, Ngatuni and Matoka (2020) who studied principals' job commitment of teachers in Tanzania, established that democratic leadership style was dominant over autocratic style. Accordingly, 18 percent of school leaders were found to autocratic leaders, as the rest (82 percent) was identified as being democratic and also highly loved.

In the early 1990s education offered in Nabilatuk was enjoying high regard as the few secondary schools were well equipped. The teachers and learning materials were adequate - making the learning environment conducive for teaching. Nonetheless, this quality has been steadily falling. According to Spreen and Knapezyk (2018) education in Nabilatuk was being destabilized by various variables including cattle raiding and cultural practices therefore calling for wise situational leaders to manage the ever changing school environment (Spreen & Topher, 2019). These have been affecting the quality of teaching in the district despite teacher remuneration improvement and education reforms (Allen., Elks., Outhred & Varly, 2018). The Uganda Government White Paper on Education (1992) attempted to address the leadership gap in secondary schools to improve the quality of education through seminars, workshops and talks but these efforts appear to have yielded to incidental failure as outcries on inadequate leadership in the public secondary schools remain rife.

#### 1.1.2 Theoretical Background

This study was supported by the situational management theory of Drucker (1963); later developed into the contingency management theory by Hersey and Blanchard in 1969 (Lausanne, 2021). According to Lausanne (2021), the theory links appropriately



the leadership styles to quality assurance and maintenance of school activities. It states that a curvilinear relationship exists between task, behavior and maturity. A leader chooses the right leadership style for his followers basing on the nature of maturity of workers, situation in the environment and the task to be assigned to the followers. The theory affirms that today, leaders do not rely on a single leadership style given the volatile changing environment (Banning, 2020). There should be flexibility in leader's leadership styles for the best results for the team and individual (Kuchinke, 2019).

The attributes in the situational or contingency leadership theory underpinned this study in the following ways: i) Leaders can analyze the situation that they encounter and adjust their styles to match the situation. ii) The more the groups' maturity increases, the more the leader ought to decrease task directed behavior and more the leader should engage relationship behavior. When the group's aspirations and accomplishments increase, it means it is reading the degree of maturity. With this level of high self-actualization, a leader can delegate duties and responsibilities since he now understands his followers' needs and can engage a suitable leadership style (Kolzow, 2019).

The head-teachers equipped with contingency applicability can skillfully handle the emerging issues in today's diverse work places. This theory relates adequately to the quality of teaching context and deals with wide-spread changes in school situations, situational leadership and management. Situational leadership (when wisely applied) can provide the head teachers with the knowledge of how to adjust to leadership styles to suit the readiness exhibited by teachers in certain tasks assigned to them by

the headship (Kuchynkov, 2016). It makes the head teacher appreciate the demands of the teachers, subsequently enhancing the quality of teaching (Okoroji & Ukpere, 2019). However, with allegations of inadequate utilization of appropriate leadership styles within environmental dynamics in the secondary schools in Nabilatuk district, this prompted the current researcher to opt for the research study.

### 1.1.3 Conceptual Background

*Quality teaching*; The concept of quality according to Ali *et al* (2010), as cited in Zabadi (2018) is a representation of properties of services valuable to the customer or client. On the other hand, according to Van, Volman, Oort and Beishuizen (2009) as cited in Gore., Liody., Smith, Ellis and Lubans (2017), teaching is the ability of teachers to effectively handle learning following four steps beginning with diagnostic strategies, checking diagnosis as well as giving contingent support to the learners and finally checking their learning. In the context of this, then teaching quality are the strong instructions that enable a wide range of students to learn (CDE, 2019).

To Henard and Roseveare (2020), quality of teaching is the application of pedagogical techniques with the aim of producing learning outcomes for students. It calls for dimensions like proper curriculum design and course content, various learning situations using feed-backs and proper assessment of students learning outcomes (CDE, 2019). Earlier, Veloo Komuji (2018) had defined quality teaching basing on aspects of daily lesson-planning, induction, lesson presentation and development. Other aspects according to the scholars are teaching techniques used, learners' involvement, consolidation, students' tasks - exercises and assignments, evaluation, and class control. This research study upheld these conceptualizations. However,

quality teaching specifically referred to the teachers' preparedness to teach via well prepared schemes of work, lesson plans and notes; adequate use of pedagogical skills such as application of various teaching methods, probing of students prior knowledge and use of instructional aids plus capability to carry out timely assessment of students' work.

*Leadership style*; On the other hand, leadership style was conceived as the way of motivating followers to adapt to organizations, leadership situations, groups and individuals. There are several leadership styles but this study focused on autocratic, democratic and laissez faire styles found to be widely used in empirical literature (Amanchukwu Stanly & Ololube, 2015). Autocratic leadership was regarded as a commanding, imposing and forceful style, while democratic leadership was conceptualized as a style defined by consultative, inclusive and persuasive leadership actions. Lastly, *laissez-faire* leadership was conceived as one that allowed excessive freedom - delegating most authority and abdicating responsibility (Amanchukwu Stanly & Ololube, 2015). This style helps headteachers to create a climate where the teachers' co- accomplish the schools set goals and objectives with minimum intervention and guidance of the head. It has problems and one of them is that it can easily make the leader to take the stead of followers. Leadership style was operationalized in this study as the head teacher's most commonly applied or suitable way of directing the daily activities of the school with hope to realise school and administrative aspirations.

#### 1.1.4 Contextual Background

The government aided secondary schools in Nabilatuk district include: St. Kizito SS Lorengedwat, Ariengesiep SS, Lolachat Seed Secondary School and St Andrew SS Lotome. The quality of teaching in these schools is currently very poor. According to the District School Inspection Report carried out by the District Local Government (2019), lesson preparation was found to be a very big challenge as a mere 50% of the teachers supervised had no schemes of work nor lesson plans. This makes it difficult to tell whether teachers cover the syllabus or not. The physical infrastructures were also found not well maintained or managed, the use of instructional materials, teachers support and maintenance of physical environment to enhance teaching were also depicted as substantially ignored. The head teachers as revealed by the Directorate of Education Standards Report (2016) were reluctantly appraising teachers' work and supervision was also substantially down - This insinuated the urgency for a rational study to investigate the nature of applied leadership styles and how their application was impacting service delivery of the respective teachers.

Amazingly, Nabilatuk district has been trying to tackle the issue of leadership enhancement intended to alleviate the frequency irregular inspections and teachers' absences but all these appear to have yielded to scanty positive results (School Inspection Report, Nabilatuk District Local Government; September, 2019). This Report further insinuated that the leadership styles the head teachers in these schools were using to manage the teachers to ensure effectiveness and efficiency could (in one way or the other) be inappropriate; consequently detouring the expected service delivery. Regrettably, all these have, hitherto, remained mere

allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

### **1.3 Statement of the Problem**

In Uganda, to ensure quality of teaching and learning effectiveness, a teacher is required to prepare relevant schemes of work, lesson plans, teaching aides and other instructional materials well in advance and he/she should be expected to avail them to the head-teacher or head of department for approval. Besides, the teacher should also display basic competences in the application of educational methodology; give adequate exercises and relevant tests to the learner (Education Service Commission Act, 2002). Despite the standards set by Education Service Commission and Directorate of Education Standards, the quality of teaching is allegedly said to have remained wanting in Nabilatuk district (National Schools Inspection Report, 2017/2018; Annual Nabilatuk District Quarterly Inspection Report of April, 2019). Compromise of quality and laxity by teachers to teach after approved pre-planning still appears extensively worrying. As a result, syllabus coverage is said to be shockingly wanting - at times coverage is only 40%. Even though, the use of adequate teaching methods has also been recorded to be insufficient. In this regard, only about 41% teachers meet the desired quality. Moreover, only about 42% of the teachers could satisfactorily assess students' work. Regrettably, despite of the interventions employed, the declining quality of teaching is still experienced and said to remain rife in the district, ostensibly due to wanting head-teacher leadership styles to handle situational issues (Namuddu, 2021). Nonetheless, no single leadership style

can be pointed to, to be responsible for this paucity something that this research delved into.

### **1.3 Purpose the Study**

The purpose of the study was to establish the influence of dominant leadership styles applied by most of the head-teachers in public secondary schools in Nabilatuk District. Besides, the study also investigated the extent to which the dominant leadership styles influence quality of teaching in the government aided secondary schools in Nabilatuk District.

### **1.4 Objectives of the Study**

The study was specifically set out to:

- i. To investigate the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district.
- ii. To examine the influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district.
- iii. To establish the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district.

### **1.5 Research Questions**

To establish the most outstanding head-teacher leadership styles their influence on teaching quality, three research questions are set on the three frequently used styles to gather qualitative information from respondents:

- i. What is the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district?

- ii. What is the influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district?
- iii. What is the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district?

## **1.6 Hypotheses**

Three research hypotheses (corresponding to the research questions) were tested on the corrected quantitative data:

- i. Autocratic leadership style significantly influences the quality of teaching in government aided secondary schools.
- ii. Democratic leadership style significantly influences the quality of teaching in government aided secondary schools.
- iii. Laissez-faire leadership style significantly influences the quality of teaching in government aided secondary schools.

## **1.7 Scope of the Study**

### **1.7.1 Content Scope**

The study was limited to leadership styles and quality of teaching in government aided secondary schools. The independent variable (leadership styles) and the dependent variable (quality of teaching) were examined. Autocratic, democratic and laissez-faire leadership styles were investigated; to establish which dominant leadership style was applied by most head-teachers and the extent to which such style influences quality of teaching in the government aided secondary schools in the district. Lesson preparation process, lesson delivery and students assessment were also examined and the data was collected from District Inspector of Schools for

Nabilatuk, head teachers, deputy head teachers and selected secondary school teachers in Nabilatuk District.

#### 1.7.2 Geographical Scope

The study targeted the following government aided secondary schools in Nabilatuk district in North-eastern Uganda- Karamoja region: St Kizito Secondary School, Lorengedwat, Ariengesiep, Lolachat Seed S.S and St Andrews S.S- Lotome. This was so because these were the only government aided secondary schools in Nabilatuk district.

#### 1.7.3 Time Scope

The researcher analyzed data on the period of 2015 - 2022, the time when the quality teaching is said to have seriously and worryingly gone down in these secondary schools. Secondly, the study lasted for twelve (12) months (from February 2021 to January 2023) to enable the researcher accomplish other education requirement and meet other education deadline (University calendar).

### 1.8 Justification of the Study

A good number of studies on leadership styles and quality of teaching have been carried out in different geographical settings but not in Nabilatuk (Sayed, 2018; Ismail, 2020; Harerimana., Adegoke., Gwi., Iqba., Anwar Mohammed., Gibrilla & Eliasu, 2019; Okorojii, Anyanwu & Ukpere, 2019). Yet, the quality of teaching was still worrying. The future of the learners in the district was deemed to remain bleak if the pertaining issues remained unresolved, as available reviewed literature proved that no study (according to the reviewed literature) has ever been focused



onto head-teacher leadership styles and the teachers' teaching quality in USE schools in Nabilatuk district.

### **1.8 Significance of the Study**

The finding of this research is expected to assist in recommending the leadership styles proved to be significantly influencing quality of teaching in the said district. The result is expected to also contribute new knowledge in the field of educational management and administration towards bringing light to benefits and difficulties of the respective leadership styles, in regard to the teaching quality. Secondly, the findings shall provide head-teachers' with relevant information to enhance their leadership styles in government aided secondary schools. The head-teachers shall be made aware of the influence the leadership styles have on quality of teaching. The administrators shall be able to adopt appropriate management styles, given the ever changing situations in their schools and in the outer environment, given the hoped improvement of leadership in the respective schools. Besides, the study shall also shade light on the influence of head teachers' leadership styles on quality of teaching in secondary schools. This shall be of value to future policy formulation in this area. Thirdly, the findings shall offer novel ideas to the existing theory on leadership styles and quality teaching in government aided secondary schools in Uganda, and more so, to the rest of the world. It shall therefore be upon this study that more forward policies can be designed and formulated. The knowledge generated by this findings shall serve as a baseline resource to the policy makers to come up with policies expected to improve head-teachers' leadership and quality teaching capacity in secondary schools.

## 1.9 Operational Definitions

The following terms frequently applied in this study include:

*Leadership* referred to a process of getting people moved in the right direction, gaining their commitment and motivating them to achieve their goals.

*Democratic leadership style* referred to the head teacher's leadership styles where power and authority are derived from his or her subordinates (Kirungi, 2020). The democratic leadership style in this research referred to a Head teacher's leadership style that is typical of and demonstrates human-relations skills; considering every employee in the school as being of immense value-consulting the employees, while involving them in the administrative functions, such as planning, organizations, controlling and budgeting. This style considers responsibility sharing as an essential issue in the determination of decisions.

*Autocratic or dictatorial leadership* focused on emphatic of efficiency and effectiveness connotations of the style. The style is task-oriented at the expense of human relations and feelings. In the context of the school, the head teacher as a leader, makes decisions with scanty involvement of his subordinates. He/she is more of a director and if forceful. On the other hand, Ocen (2020) defined autocratic leadership style to refer to the head teacher's leadership style that tends to centralize power and decision making upon his or her teachers.

*Laissez-faire* leadership style was definitive of excessive freedom that a leader (head teacher) may give to his subordinates to decide their course of action during duty execution. It is the passive standing toward institutional problem-solving. In

this type of style, the head teacher rarely appears in school and he/she is not bothered about evaluation of school plans and teachers' job commitment.

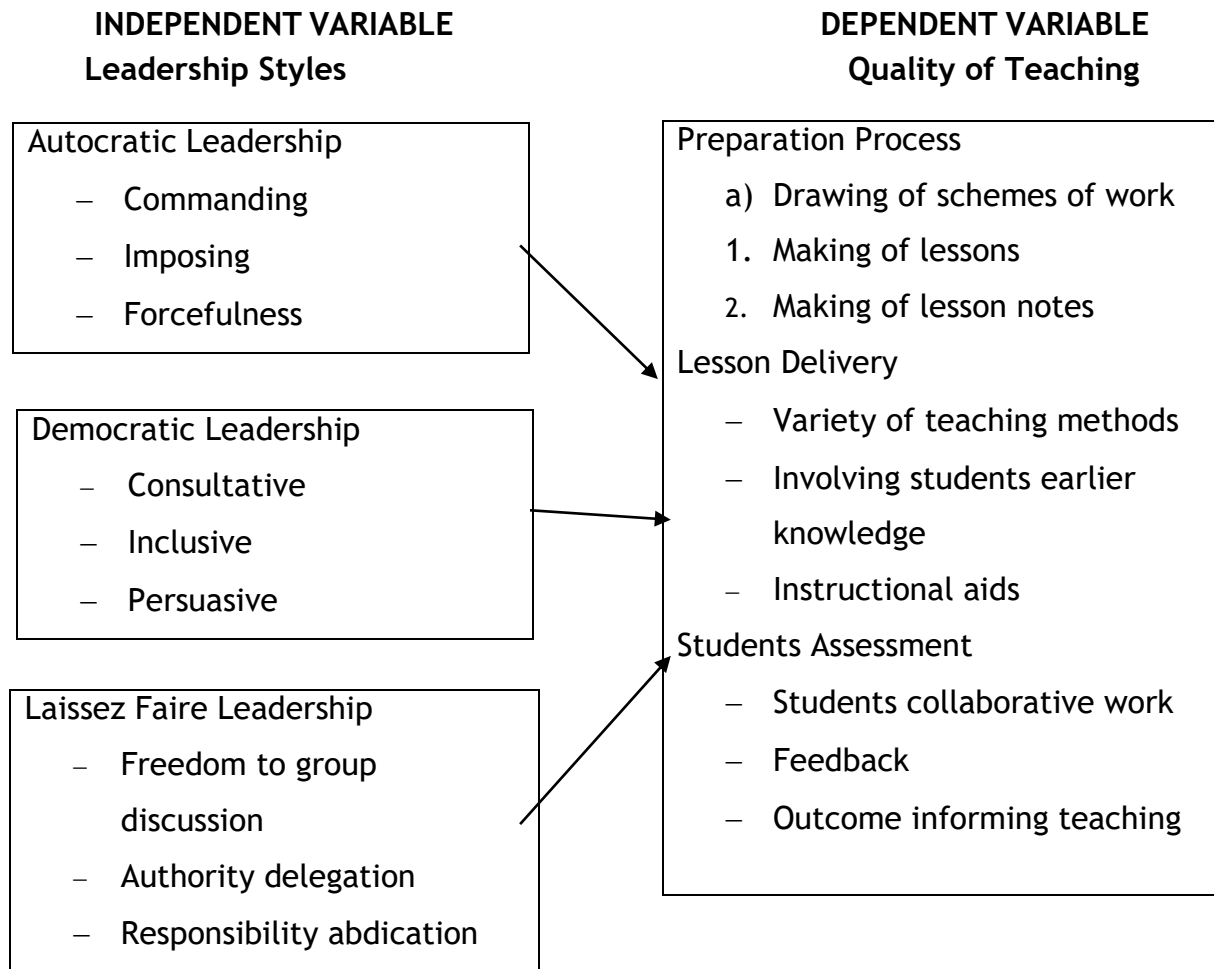
*Head teacher* referred to a trained teacher who has been appointed by the Education Service Commission to manage a secondary school.

*Quality* was construed to refer to efficiency and meeting of the demands of education in accordance with stake-holder aspirations.

Finally, *quality teaching* referred to adherence to the set standards, as articulated by National Curriculum Development Centre.

#### **1.10 Conceptual Framework**

The study was based on a conceptual framework as illustrated in Figure 1 below:-



**Figure 1: Conceptual frame work of the study**

*Source: Primary source developed from the literature of Henard & Roseveare (2020); Malunda, Onen & Musaazi (2017)*

In the conceptual frame work (Figure 1), the independent variable is leadership styles and the dependent variable is quality of teaching in government aided secondary schools in Nabilatuk District. Leadership style is operationalized as authoritarian, democratic and laissez-faire; while, quality of teaching is conceptualized as the teachers' ability to prepare lessons, deliver them well and assess the learners. It's anticipated that if the head teachers use appropriate leadership styles, the quality of teaching shall improve; this is supported by Veloo

Komuji (2018) who asserts that quality of teaching encompasses daily lesson planning, lesson presentation, techniques of questioning, assessment and evaluation. Other factors influencing quality of teaching shall remain constant.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter the researcher reviews the relevant literature with regard to leadership styles and quality of teaching. Selected journals, textbooks, websites, seminar papers, official documents and unpublished thesis were reviewed. This chapter presents theoretical review basing on the study of leadership styles and the quality of teaching. Different head teachers' leadership styles in government-aided secondary schools in Nabilatuk District and how they influence teaching was studied. There is a provision for a summary of the review of literature depicting the possible gaps that was identify during this study.

#### **2.2 Theoretical Review**

With assessment of situation, the head teachers should adjust their leadership styles to fit the situation and then select the right leadership styles basing on the competence and maturity of the teachers. Contingency or situational leadership theory affirms that contemporary leaders do not rely on a single leadership style in all situations. Ismail (2020) and Tom Rath (2019) consider situational leadership where no single leadership style is best if the leaders are to remain relevant to organisational aspirations. This is in agreement with John Van Maanen (2019) who argues that the situational leadership theory is a result of a particular situation that dictates a type of leadership style the head-teacher deems useful. Head teachers were then aligning their leadership styles with the needs of the situation in the school.

More so, since the theory of situational leadership acknowledges that leadership varies according to the situation a leader faces (Okoroji & Ukpere, 2019), the head-teachers need to analyze the needs of the situation they are encountering, and then, make strategic as well as tactical decisions on the best leadership style to use in managing classroom teachers. Thus, the style should align with the task-versus-teachers orientation (Kolzow, 2019); such as; directing the teachers who are enthusiastic beginners (i.e. willing but incapable), delegating duties to a group of very experienced teachers; convincing the teachers who are unwilling and incapable, and supporting a group of teachers who may be unwilling (but capable) by setting new duties (Kuchynková, 2016). This view is in conformity with Shahmandi (2021) who noted that leadership styles such as telling, selling, participating and delegating ought to be relied on depending on the followers ability and willingness to do the tasks assign to them.

Beaver (2011) as cited in Johnson (2019) asserts that today's school manager or principal is a situational leader who has the responsibility to assess teaching strengths and weaknesses; and this should be done by visiting classrooms, and offering feedback to make their teachers become more effective at helping students to learn. This view corroborates with Kolzow (2019) who averts that situational leader's most appropriate action depends on the situation and the followers. The head teacher has to assess the development level of the individual classroom teachers; they are heading to gauge their competencies and commitment if quality teaching is to be attained.

According to Graeff (1997) and Grint (2011) as cited in Basit and Sebastian (2017), situational theory emphasizes application of various leadership styles that successful leaders desire and need to change basing on the requirements of the tasks; and the followers maturity arising from the analysis of the situation. The constant change in the leadership style of the head-teacher shall definitely make the teachers feel they are being watched all the time, and this calls for hard work. Situational Leadership Theory, though appreciated by many practitioners, has, however, not been empirically tested implying that it is only a theory. It was therefore worth noting that despite its limitations, the concept of leadership styles addressed by situational leadership was core in this study, making it worth applying to underpin my research findings.

## **2.3 Empirical Review**

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: autocratic leadership style and quality of teaching, democratic leadership style and quality of teaching and laissez faire leadership style and quality of teaching.

### **2.3.1 Autocratic Leadership Style and Quality of Teaching**

Kendra Cherry (2020) describes autocratic leadership as a style that gives full empowerment to the leader with minimal follower's participation. It is rigid and the setup is highly control. Maintaining order is a core function, the power flow and communication is unilateral and moves downwards and yet communication is one of the key elements for attainment of quality teaching. Morin (2009) in Haneen Ismail Sayed (2020) supports this assertion that autocratic leadership style allows



the school manager to retain much authority and decision making which he imposes on the teaching staff to implement.

In a study on application of autocratic leadership in selected teaching institutions, Sayed (2020) found out that teachers negatively view the application of autocratic leadership style in enhancing quality of teaching. This notion was validated by Nyamboga., Gwiyo and Chukwasa (2019) who stress out that this leadership style is nowadays not applicable since it does not so much increase the efficiency and productivity of the teaching staff. Also, in study which critically reviewed literature on the influence of leadership styles on the performance of public secondary schools in national examinations in Tana River County, Kenya, it was found out that, ‘the autocratic nature of the principals’ leadership styles influence teaching negatively’. Head teachers need to obtain the teachers highest efficiency and productivity level, since over controlling may not yield desired results (Ismail, 2019). Ismail (2019) observed that autocratic leadership style is based on one way communication and can only be good when classroom teachers lack motivation, and is suitable for teachers who are in their first year of teaching since they need more attention and supervision, a view Iqbal, Anwar and Abbas (2019) also held when they recommended that the style was more applicable with new workers who are not yet familiar with their roles and have insufficient knowledge about their jobs. Thus, head teachers with de-motivated teaching staff need to find a way of motivating them for the ease of sharing ideas.

Nevertheless, Lojpur., Aleksic., Vlahovic., Honglei and Bichen (2018) established that autocratic leaders maintained a high individual control over all decisions,

define all the activities, and seek no participation from group members creating an environment which is task-oriented. The argument above creates unity of direction. But, Yahaya, Osman, Mohammed, Gibrilla, Cheng and Wang (2020) argued that because of the absolute power wielded by autocratic leaders over their followers (with limited powers to make decisions), though sometimes for the good of the institution, the style may lead to high teacher turnover.

A study carried in Tamale Polytechnic on leaderships' excessive use of authority and how it impacted on teaching and staff productivity, further concluded that school managers exercising excessive authority over their followers reap resentment and decrease teaching staff productivity. Even and similarly too, Halkos and Houbouboi (2018) in their study of the relationship between the selected leadership styles and job satisfaction ascertained that a negative correlation existed between autocratic leadership style and the satisfaction of the teachers implying that principals' leadership style directly affects teachers' quality of teaching.

Rutkowski., Jude., Kark and Avolio (2021) argue that school managers who focus primarily on getting specific tasks accomplish are authoritarian and mind controlling and managing task completion, while approaching situations with the mind-set that some people are naturally not willing to do work and are not reliable. This view was collaborated by Aung and Masare (2020) who opined that autocratic leadership style applies rewards and punishments in order to induce behavior. This inducement discourages active classroom teachers from performing their duties. Besides, Adeyinka., Ayeni and Popoola (2017) argued that the autocratic leader directs group members on the way things should be done. The school manager does

not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Atchison & Hills (1978) as cited in Okoroji., Anyanwu and Ukpere (2019) also found out that autocratic leaders position themselves in the middle of an organization, with their orientation in production; and they also mind about efficiency. The findings from their research showed that many classroom teachers in secondary schools in Owerri North consider leadership styles greatly contributing to teaching and learning, and the most dominant style is democratic leadership style. Adding to this, Bilal, Kuchenke and Baughman (2019) considered autocratic leadership as a leadership style where absolute power is wielded by the leaders over staff who do not have the chance to make suggestions.

Cherry (2018) concluded that autocratic leaders tell other people what to do; Leonard (2012) as cited in Basit., Sebastian and Azuh (2021) described as a leadership style exclusively allowing leaders to take decisions and production is elevated above human consideration. This was supported by Henard and Roseveare (2020), who looks at an autocratic leader as a leader with too much consciousness on his position and distrusts all his subordinates. Head-teachers adopting an autocratic leadership style need to evaluate the input from teachers that they risk losing if they employ autocratic tendencies.

Waithaka (2017) established that autocratic leadership style erodes satisfaction of work desired by most high performing school workers. Similarly, it was found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure. Head teachers' leadership style is related to effectiveness, efficiency and productivity of the school. Efficiency involves doing things correctly in the organization, decisions are made to reduce costs, increase production and improve product quality.

In a nutshell, Basit., Sebastian and Azuh (2021) argued that autocratic leadership is described as a style of leadership where power and decision making resides in the hands of the leader. The autocratic leader directs teaching staff members on the way things should be done and the school manager does not maintain a clear channel of communication between him/her and the subordinates. He/she does not delegate nor permit followers to participate in policy making. Autocratic leaders provide clear expectations for what needs to be done. Authoritarian leaders make decisions independently with little or no input from the rest of the group. This, in a school setting implies that all decisions are made by the head-teacher, and teachers shall be required to implement the decisions without fail. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Cherry (2018) maintains that this style involves making all decisions with little or no regard for the input of subordinates. This affects the subordinates (teachers) attitudes and performance negatively because of not considering their efforts, thus

making implementation of decisions hard. Many times, teachers lose their commitment to the organization because the autocratic style of leadership strips them of their responsibility of the organizational success. Therefore, this shows that isolating teachers by head teachers in decision making lessens their commitment to taking full responsibility of the school programs which they ought to do as per their profession. Eisenberger (2020) further reveals that, because members of the organization are marginalized in favor of a leader who makes all the decisions and takes the credit for success, there is usually a high level of absenteeism and quitting. Without a sense of ownership in the school, teachers do not feel as committed to their job. In this context the autocratic leadership style of the head-teacher can break teamwork among teachers.

In nutshell, the researcher developed a sense of concern in achieving knowledge on the extent to which autocratic leadership style influence on quality of teaching in selected government-aided secondary schools in Nabilatuk District. This was so because investigations on this topical issue had not been carried out, yet issues were becoming rather extensive.

### 2.3.2 Democratic Leadership Style and Quality of Teaching

Greenleaf and Leithwood (2019) found out that for the provision of quality education in a school, head teachers need to nurture democratic values since they have the ability to get the best out of the workers (teachers) when fully utilized, thus creating an educational climate which is effective and efficient in a school. This was in agreement with Machumu (2019) who concluded that quality education would be likely be enhanced in a school where there is a democratic

environment. Bryman., Cohen and Morrison (2020) argued that committed teachers usually engage themselves in preparing their lesson plans, giving students projects, and moderating examination questions. When adhered to, this argument results in quality teaching in any school. This notion somewhat aligns with that contained in Africa Research Review on Education (2021), where democratic leaders were said to be personalities that can invite other team members to make decisions, though the final decision rests in them - increasing job satisfaction of the employees.

In the research on how leadership styles adopted by head teachers in secondary schools of Chimoio cluster in Mozambique influence teaching, Ndaipa, (2019) found out that head-teachers employing democratic leadership style in running schools attained success in realizing the school goals, as democratic leadership positively influenced school staff productivity. The study only employed a quantitative approach; using closed questionnaires to collect data. Unlike Ndaipa's study, both quantitative and qualitative approaches shall be used in the proposed study to get more insight on the investigated problem.

In 2020, Ocen's study demonstrated further that the democratic style assumed that leaders in a democratic environment were attaining power from the people that fall under them, and that the followers (teachers) were always self-driven and creative due to higher motivation. In almost similar study, Winkler, Itiola, Bass, Lei, and Akram (2020) also concluded that whereas a democratic leader had a final say in decision making, he/she too, valued team members' contributions in the decision making process, hence increasing the workers job performance.

Zabadi (2018), as well, had also established that the head-teacher and his leadership skills would greatly determine the growth and development of the institution by discovering gaps in teachers' competences - rendering teacher support and professional development with the purpose of improving on the teaching-learning process; something that was also acknowledged by Ngatuni and Matoka (2020); arguing that leaders (head-teachers) ought to give support to the employees (teachers) in the workplace to make them become more committed to realise institutional goals.

Kiboss and Jemiryott (2019) in their study of the relationship between the selected leadership styles and job satisfaction; discovers that a positive correlation existed between democratic leadership style and teachers' job satisfaction which Lojpur., Aleksic., Vlahovic., Honglei and Bichen Guan (2018) concurred with in their study that the core function of the school manager or principal is to influence the quality of teaching by fostering positive school cultures aimed at improving teachers attitudes towards teaching. Giving the teachers some staff incentives helps to keep their morale high and it tantamount to quality teaching in the school.

Other scholars also established that democratic leadership style was the predominant leadership style used by head-teachers of secondary schools in Ondo state, Nigeria (Ayeni & Popola, 2017). This finding was later upheld by Aung and Masare (2020) who however indicated that although the democratic leadership style was the commonest leadership style used by head-teachers of primary schools in Ekiti state, Nigeria, the teachers performance remained rather moderate, so did their job commitment.

Allen., Elks, Outhred and Varly (2018) revealed that the democratic leadership style is the predominant leadership style used by head-teachers of secondary schools in Ondo State, Nigeria. The study further established democratic leadership style as enhancing better job commitment and satisfaction among teachers in secondary schools in the state. However, the study was carried out outside Uganda, not entirely secondary schools based and carried out almost five years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Kirungi (2020) observed that a democratic leadership style is necessary for a positive teaching environment; a view supported by Greenleaf and Leithwood (2019) agreed makes teachers have power to do work much better hence improving the quality of teaching. Cherry (2018) opined that school leaders using a democratic leadership style reach consensus through participation, though expecting higher excellence and self-direction. Amanchukwu and Ololube (2015) opined that democratic style is one where the leader allows followers to make decisions that help to build trust and respect. Democratic style relieves head-teachers from delegating tasks and builds a sense of responsibility and commitment which enhances quality teaching.

On the other-hand, Adele (2019) indicated that the democratic style of leadership was the most applied one by principals in secondary schools in the same province. In other words, many organizations consider employees as their main factor in creating organizational value and competitive advantage. It is therefore important for



leaders to manage them efficaciously. The study took descriptive, analytical and normative approaches to explore the practices of a representative sample of school managers while identifying a number of distinctive intervention strategies that existing theoretical models only limit; however, this study was conducted in Nabilatuk district applied a mixed method.

Basit., Sebastian and Azuh (2021) argued that democratic leadership style builds the teacher's capacity in combining teaching and learning, interpersonal skills, and mentoring to act as the foundation to improve quality of teaching. Involving members, Eisenberger (2020) empowers them and strengthens the group's decision-making process; which Bilal, Kuchenke and Baughman (2019) argue improves the quality of teaching in schools. In support of this assertion, Aung and Masare (2020) asserts that successful school leaders are associated with democracy as revealed by their study which sought to establish the styles of leadership principals in public secondary schools in Lurambi division use and the findings revealed that many principals use autocratic leadership style which influences education negatively in the district. The head-teachers need to mentor teachers and accept their positive contributions towards decision making process at the school level for the improvement of quality teaching.

Bryman, Cohen and Morrison (2020) is in agreement with democratic leadership principles of consultation with followers and their views evaluation before taking a decision. In the study of school leadership style suitable for promotion of job satisfaction of teachers in Tanzanian primary schools, Machumu (2019) found out

that democratic leadership style dominant in best performing primary schools since it promotes problem solving in followers.

Machumu (2019) further argued that democratic style of leadership is used by successful leaders to create an enabling environment for followers to evaluate their attitudes, values, and approaches to problems. School managers employing democratic leadership style take final decisions, while including group members (teachers) in decision-making, encouraging creativity, and group members are greatly involved in institutional functioning and decisions (Sayed, 2020); due to decentralized authority, participatory planning and mutual communication. The power of consultation should be upheld by head teachers because it makes the teachers feel involved in the affairs of the school.

Okoroji and Ukpere (2019) contributed that valuable life of a teacher is vested in building the knowledge of the people, influencing their feelings and changing the students' behavior in the direction of goal attainment and to achieve this the style of leadership teachers in Owerri north often use is democratic style of leadership that is seen as good leadership for teaching and learning in the classroom. Embracing democratic principles is the way to go for effective acquisition of quality teaching in schools.

With regard to the democratic leadership style in question, the researcher also developed a sense of concern in achieving knowledge on the extent to which democratic leadership style influence on quality of teaching in selected government-aided secondary schools in Nabilatuk District.

### 2.3.3 *Laissez Faire* Leadership Style and Quality of Teaching

Sayed (2020) opined that the manager applying the Laissez-Faire Leadership Style delegates almost all authority and control to followers. Spreen and Topher (2019) concurred that the style gives complete freedom to team decision making with little participation by the leader. To Basit & Sebastian (2018), Laissez-Faire leaders are inactive in responsibility participation and when it comes to goal setting and giving direction, they avoid it so it is viewed as no leadership. Ngatuni and Matoka (2020), whose research revealed that laissez-faire leadership style negatively impact on employee level of productivity. For a head teacher to have limited control over the teachers the hard working ones shall also be brought down by the in active teachers and the quality of teaching is compromised with.

Spreen and Knapezyk (2018), however, argued that Laissez-faire style is very effective in situations where followers are mature and highly motivated, a view supported by Rutkowski, Jude, Kark and Avolio (2021) who observe that Laissez-faire leadership shall be effective if leaders monitor the achievements and regularly communicate back to the team, and is also useful if individual employees (teachers) have experience and are not skilled beginners. Their research on the effect of leadership styles on productivity of staff of Tamale Polytechnic revealed that this leadership style fostered playfulness and the level of productivity as well as the quality of work was low. In this leadership style, the leader waives responsibility and allows subordinates to work as they choose with minimum interference. Cherry (2018) study on laissez-faire leadership indicated that it is associated with the highest rates of truancy and delinquency and with the slowest

modification in performance which lead to unproductive attitudes and disempowerment of subordinates. The study took descriptive, analytical and normative approaches to explore the practices of a representative sample of school managers while identifying a number of distinctive intervention strategies that existing theoretical models only limit; however, this study conducted in Nabilatuk district applied a mixed method.

Additionally, Nyamboga., Gwiyo and Chukwasa (2019) argued that there is a policy of non- interference in this leadership style and every employee is given complete freedom without any particular way of goal attainment; and yet lack of leadership style leads to reduced morale and makes workers disinterested in their duty. Veloo Komuji (2018) asserted that these school managers avoid responsibility, decision making and allow team's total freedom at work without setting for them deadlines. However, no single leadership style is best (Spren & Knapezyk, 2018); since its effectiveness depends on the prevailing situation. On the other hand, Amanchukwu and Ololube (2015) argued that the laissez-faire and democratic leadership styles are the most used styles by head teachers in the district. The study established that pre-school teachers led by head-teachers who practice authoritarian and laissez-faire style of leadership are demotivated to a large extent based on leadership factors singled out by the researcher.

Laissez faire leaders, are leaders whose hands are generally off the issues of organizational management and are usually extremely passive. This indicates a very low influence of the leader in an organization like a school. In an early study of laissez faire leadership, it was found that laissez faire leadership led to lower

productivity and satisfaction among followers when compared to autocratic and democratic leadership styles (Ngatuni & Matoka, 2020). Although, subordinates desired the autonomy that laissez faire leadership provided, subsequent research has substantiated followers' dissatisfaction with this leadership style. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials (Nakola, 2017).

More so, Ndaipa (2019) argues that leadership includes giving support, communicating, facilitating interactions, active listening and providing feedback. The laissez faire head teacher tries to give away his powers and does not follow up progress powers as expected. This gives the teachers total independence thus making them to miss additional managerial guidance to perform their duties well. Namuddu (2021) also says that the leader's ability to lead is contingent upon various situational factors, including the leaders preferred style. However, contingency theories of leadership support a great deal of empirical freedom to leadership (laissez faire). In this assertion it is believed most effective leadership style depends on the ability to allow some degree of freedom to teachers. Conclusively, with regard to the laissez-faire leadership style in question, the researcher developed a sense of concern in achieving knowledge on the extent to which laissez-faire leadership style influence on quality of teaching in selected government-aided secondary schools in Nabilatuk District.

## **2.4 Summary of Literature Review**

This chapter has presented the reviewed literature relating to the leadership styles and quality teaching. The researcher presents leadership theories that inform the area of study. The study focused on: autocratic, democratic and laissez-faire leadership styles. Debate was centering on the quality of teaching and the fundamental requirements for developing effective teaching in schools. The review of the literature illustrated that involving teachers in the decision making process elicits their commitment to the implementation of school goals thus enhancing quality teaching without unnecessary force or command. There is still work to be done on the influence of leadership styles on the quality of teaching in Nabilatuk district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research design, area of the study, information sources, population and sampling techniques; variables and indicators, measurements levels, procedure for data collection, data collection methods and instruments; quality/error control, strategy for data processing, analysis and interpretation; ethical considerations and approvals; and study methodological constraints.

#### **3.2 Research Design**

The study employed a cross-sectional survey design. This design, according to Kothari (2013) as cited in Tumuhimbise (2017), is the type where data can be collected from different respondents at a single point in time. It was used because to enable the researcher collect data at once from a sample in order to generalize the study findings onto the entire target population in a relatively shorter time and at a lower cost. Moreover, the cross sectional survey is handy for such studied as a variety of data collection methods quantitative and qualitative are possible (Nyenje & Nkata, 2016). By this very reason, quantitative data was collected with questionnaires and qualitative with interviews.

#### **3.3 Area of Study**

The study was purposively carried out in government aided secondary schools in Nabilatuk District in North-eastern Uganda, Karamoja region - St Kizito Secondary School. Four schools out on the five in this district (Lorengedwat; Ariengesiep S.

S., Lolachat Seed S. S and St Andrews S. S Lotome) were purposively selected due to economic reasons. This was so because these were the only government aided secondary schools in Nabilatuk district.

### **3.4 Sources of Information**

According to Creswell (2014), “data sources refer to the existing recognized literature whether published or unpublished as long as it has been accepted by the academic for any organization of good reputation”. The researcher used both primary and secondary information sources.

#### **3.4.1 Primary Sources**

Sekaran (2003) stated that, “primary data is data obtained from the field by the researcher on the variables of interest for the specific purpose of study”. Accordingly, the primary sources of information are those which are original in nature and got for the first time. So this type of information was collected by the use of a Likert - scaled questionnaire and an interview guide.

#### **3.4.2 Secondary Sources**

Kothari (2013) point that, “secondary data is utilized data during the research process but was collected and analyzed by someone else”. In this regard, a range of documents were accordingly scrutinised. These included government policy documents, teachers’ performance records, textbooks, journals, magazines, research reports and internet sources.



### **3.5 Population and Sampling Techniques**

#### **3.5.1 Target Population**

This involved 4 head teachers (4), Deputy Head teachers (4), District Inspectors of School (2), and teachers (100), in accordance with the District Education office records (2022). The head teachers and deputies were treated with the same instrument since both constitute the headship of the school. They were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, the teachers were assumed to be the keen consumers of the head teacher leadership styles, so they were seen to be good complements to articulate issues connected to the variable to be scrutinized. Teachers were selected in order to obtain reliable and valid information required for this study.

#### **3.5.2 Sample Size Determination**

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba and Nsubuga (2014) sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study. In this regard, out of 110 target population, a sample of 86 was considered; four (4) head teachers, four (4) deputies, two (2) District Inspectors of School, and seventy six (76) teachers. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

**Table 1: Sampling Frame**

Category	Population	Sample size	Sampl
Head teachers	4	4	Purposive
Deputy head teachers	4	4	Purposive
District Inspectors of School	2	2	Purposive
Teachers	100	76	Simple random
Total	110	86	All

*Source: (Ministry of Education & Sports Annual Statistical Data Forms Report, 2019)*

### 3.5.3 Sampling Techniques

The researcher employed both simple random sampling and purposive sampling techniques to select the respondents. Simple random sampling was applied to select teachers because all the members in the sample had an equal opportunity of being selected and to avoid biases (Taherdoost, 2016). In this, one set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 76 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teacher participated in answering the questionnaires.

On the other hand, purposive sampling was used to select District Inspectors of Schools, Head-teachers, and deputy head teachers from whom the researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information.

Nabilatuk District has 04 secondary schools; all government aided secondary schools out of which the researcher purposively used them for the study. They are few and

this was believed enhanced ample generalisability of the findings to the district USE schools. This sampling technique also applied to the headships (head teachers and deputies, and District Inspectors of School) and to the respective teachers.

### **3.6 Variables and Indicators**

#### **3.6.1 Variables**

Creswell (2014) states that, “a variable is a measurable characteristic that assumes different values among the subjects”. There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used head teacher leadership style as an independent and teaching quality as a dependent variable.

#### **3.6.2 Indicators**

Head-teacher leadership style included elements of autocratic leadership (i.e commanding, imposing and forcefulness), democratic leadership (i.e consultative, inclusive and persuasive), and laissez faire leadership (i.e freedom to group discussion, authority delegation and responsibility abdication). On the other hand, teaching quality included elements of preparation process (i.e drawing of schemes of work, making of lessons and making of lesson notes), lesson delivery (i.e variety of teaching methods, involving students earlier knowledge and instructional aids), and students’ assessment (i.e students collaborative work, feedback and outcome informing teaching).

### **3.7 Measurement Level**

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely,

ordinal, nominal, ratio and interval. A Likert scale is used when responding to a closed questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was used for period one has been in school.

### **3.8 Procedure for Data Collection**

The research process started with the attainment of the introductory letter from the Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University, to conduct research. This letter of introductory was presented to the Head teachers of the selected government aided secondary schools and the sampled respondents sought permission for data collection. The researcher requested for permission from the head-teachers to conduct research in their schools. The researcher trained field assistants who collected data from pilot schools, so as to aid him in the collection of data. Frequent visits were made to schools to observe. The collection of data involved one week filling out the questionnaires and interviewing head-teachers and their deputies.

Additionally, this focused on obtaining the primary data (from the reliable source) that was needed to produce the report findings. Data collection exercises were done

using interview guide with the selected respondents following the set questions and questionnaires respectively. This was applicable for collecting both the qualitative and quantitative data respectively. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, made adjustments, and proceeded with the actual data collection; that is, interviewing the selected respondents. The process was then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

### **3.9 Data Collection Methods**

A questionnaire, interview and observation will be the data collection methods to be use in this study. This is in agreement with Sideman (1991) as cited in Nsubuga (2019) who asserts that methods and instruments are selected basing on their ability to do what the study wants them to address as well as the posed research questions. Interview method was used on the District Inspector of schools, head teachers and deputy head teachers to supplement the information that was obtain from questionnaire items.

#### **3.9.1 Questionnaire Survey**

This data was collected using mainly a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings. Teachers responded to the prepared questionnaire because it was easy to administer, saves time and could be collected at the respondent's convenient time. Closed- ended teachers questionnaires were distributed to the selected schools to find out the

teacher's views on the leadership styles their head teachers employed and how they influenced quality teaching in their schools.

### 3.9.2 Interview Method

The district inspector of schools, Head teachers and deputy head teachers will be interviewed to confirm data collection using questionnaires. This confirms teacher's responses to the questionnaire since interviews enable the participants to inform the researcher on aspects of the setting and situation that he is not familiar with (Drew, Hardman and Hart (1996) as cited in (Nsubuga, 2019). The interviews can be tape recorded for future reference.

## 3.10 Data Collection Instruments

Several tools were of great importance in obtaining data from the field of study. They comprised of the following:

### 3.10.1 Questionnaire

A questionnaire was developed for the teachers only. The design constitutes closed-ended questions covering 5 items on the respondent's background in Section A, 12 items on autocratic leadership styles in Section B, 12 items on democratic leadership style in section C, 12 items on laissez faire leadership style in section D and 12 items on quality of teaching in section E. All items on section: B, C, D, and E were measure on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A Questionnaire with sufficient quantity was used because of their suitability in reaching respondents in a large sample and also to enable respondents to give information that is free of

influence. The questionnaires were used to obtain data on teacher's background, the head teachers leadership styles and quality of teaching. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best instruments for quantitative research.

### 3.10.2 Interview Guide

Interviews were arranged and conducted by the researcher with the district inspector of schools, head teachers and deputy head teachers in the four schools. The interview method is preferred because it is more natural and qualitative, thus (Amin, 2005). It also involved meeting respondents face-to-face and collecting information from the selected respondents.

## 3.11 Quality/Error Control

The study was guided by the validity and reliability of instruments:-

### 3.11.1 Validity

According to Sekaran (2003), "validity refers to the degree to which results obtained from analysis-of the data actually represents the phenomenon under study". The validity of the questionnaires' was determined by pre-testing the instruments. Pretesting was done by administering to ten (10) respondents within the study population but outside the sample. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\begin{aligned}
 \text{CVI} &= \frac{\text{No. Item}}{\text{Total No. Item}} \\
 &= \frac{30}{34} \\
 &= 0.88
 \end{aligned}$$

Where, CVI = Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments.

Similarly, the items in the interviews were constructed in such way that they were in relations to the research questions to ensure that the purpose of this study was covered. The validity of this interview guide was also determined through pre-testing this instrument, which eventually helped towards estimating the time it should took to effectively complete conducting this interviews, as well as the relevancy of the set-questions in measuring the subject under investigation.

### 3.11.2 Reliability

Reliability is the degree of consistency that the instrument demonstrates (Stephanie (2016)). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers were more credible once Cronbach alpha is always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on democratic, autocratic and laissez faire leadership styles, plus issues of quality teaching) shall accordingly be aligned. 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. A pilot study was carried out on 10 respondents from the same district



of Nabilatuk, and these participants were not included into the final data collection. Thereafter, the reliability results were computed using the Statistical Package for the Social Sciences (SPSS). The results are presented in Table 2.

**Table 1: Reliability indices for the questionnaire**

Variable	No. of items	Cronbach Alpha Coefficient
Autocratic leadership style	10	0.78
Democratic leadership style	10	0.82
Laissez faire leadership style	08	0.89

The Cronbach's alpha coefficients as indicated in Table 2 are above 0.7, the recommended reliability value (Amin, 2005). The results implied that the questionnaire was suitable for data collection. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

On the other hand, the investigator maintained and ensured reliability of tools (interview guide) by ensuring consistent of selection approach. In this, six candidates were involved in the pilot study for interviews, and these participants were interviewed twice with the help of the similar set of questions to rate the candidate's similarity. This helped in having the reliable interview schedule.

### **3.12 Strategy for Data Processing, Analysis and Interpretation**

Raw data was processed into meaningful information. The process involved editing, tabulation and analysis with a view of checking the completeness and accuracy of the information (Cohen, 2011). Data handling was done as follows:-

### 3.12.1 Data Editing

Editing involved sorting of the collected data in order to get information that is relevant to the study variables, at this stage all the responses were edited by the researcher as they were provided by the respondents.

### 3.12.2 Data Presentation

Thematic content analysis was used as the main analysis strategy for qualitative data. Key findings were transformed into themes for easy analysis and presentation of data. Narrative reasoning was used to interpret the findings and was logically argued out. It was analysed based on the social characteristics of the study participants. After editing the data, it was then presented in form of frequency tables so that it could easily be interpreted. Tables were developed by the use of computer packages as SPSS. However, qualitative data was analyzed by developing themes that was derived from the study objectives.

### 3.12.3 Data Analysis

The analysis of the data was made using the information given by the head-teachers, teachers, deputy head teachers, the district inspector of schools and teachers through questionnaire and interview guides. It was analysed based on the social characteristics of the study participants. The questionnaires were in form of objective questions.

#### *Qualitative Data Analysis*

Head teachers, deputy head teachers and the district inspector of schools provided qualitative data. At the end of each day, field notes were transcribed; analyzed by content after transcribing and developing themes. Thematic content

analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and was logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that was raised. This therefore, gave an in-depth insight of the problem under study.

### *Quantitative Data Analysis*

Quantitative data were provided by teachers, entered and managed by SPSS programme. Factor arithmetic Means and Standard deviations were computed and later the presentation of research findings ensued. The data on the set hypotheses were analyzed to realise Pearson product moment correlations, since all the hypotheses were concerned with the relationships between independent variable issues and the dependent variable (head-teachers' leadership styles and quality teaching, respectively). According to Amin, 2005 it is Pearson Correlation Coefficient measure the magnitude and direction of the relationships between variables which was the intent of the variables in this study.

The statistical analyses were manipulated by SPSS. The quantitative records involved records from the questionnaires only. The raw statistics were obtain from questionnaires used to be cleaned, sorted and coded. The coded facts were entered into the Computer, checked and statistically analyzed the use of the statistical bundle for social scientists (SPSS) software package deal to generate descriptive and inferential records Descriptive evaluation was used to be utilized

to describe the major variable and associated indicator objects associated to the study objectives.

### **3.13 Ethical Considerations**

#### **3.13.1 Ethical Consideration**

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Nabilatuk District was sought from the District Education Officer (DEO), and Head-teachers for the government aided secondary schools.

#### **3.13.2 Informed Consent**

Informed consent form (Appendix 2) that elaborates on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of the research which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

#### **3.13.3 Participants' Confidentiality**

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. I asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity was strictly followed. The

identity of the schools and participant were not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to those involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report was not able to identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to teachers observe in the class room and alphabetical letters A, B, C, D & E were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

### **3.14 Study Methodological Constraints**

The study was limited by the following obstacles:

The researcher met un-co-operative respondents who were unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information to be given was confidential.

The time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, work schedule and examinations with the study. This was solved by the researcher through giving more time to the research and trying to balance all the work as per planned work schedule.

Lastly, the topic on the predominant head-teacher leadership style and quality of teaching in government- aided secondary schools in Nabilatuk District having been found so sensitive, characterized with high element of confidentiality, gathering information from the education stakeholders themselves were not easy; and this was solved by assuring and reassuring the respondents that their privacy and confidentiality was respected.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.1 Introduction**

This chapter details with data presentation, analysis and interpretation. The study findings are presented, following the study objectives namely; investigating the extent to which autocratic leadership style influence on quality of teaching in selected government-aided secondary schools in Nabilatuk district, investigating the extent to which democratic leadership style influence on quality of teaching in selected government-aided secondary schools in Nabilatuk district, and establishing the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district.

The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the Likert scale questions. Interview results were also obtained to explain qualitatively how leadership styles have influenced the quality of teaching in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

It also presents the inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of

respondents which shows the common demographic respondents characteristics who participated in the study.

## 4.2 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 3.

**Table 3: Summary of study response rates**

Category	Targeted respondents	No. actually involved	Percentage of response rate
<i>Questionnaire</i>			
Teachers	100	76	76%
<i>Interviews</i>			
Head teachers	4	4	100%
Deputy head teachers	4	4	100%
District Inspectors Schools	2	2	100%
<b>Subtotal</b>	<b>10</b>	<b>10</b>	
<b>Total</b>	<b>110</b>	<b>86</b>	<b>78.181%</b>

*Source: Primary data, 2022*

As presented in table 3, a total of 110 respondents were expected to participate in the study (target population) but 86 respondents actually participated to make a response rate of 94%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of mocks and national examinations. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.



### 4.3 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across gender, highest education level, age bracket, time worked in the school. This is indicated in the Table 4:

**Table 4: Demographic Characteristics of respondents**

Demographic feature		
Gender	Frequency	Percentage
Male	44	51.2
Female	42	48.8
Total	86	100.0
Highest level of education	Frequency	Percentage
PhD	1	1.2
Masters' Degree	16	18.6
Bachelors' Degree	57	66.3
Diploma	12	13.9
Total	86	100.0
Age Bracket		
18 - 27years	5	5.8
28 - 37 years	18	20.9
38 - 47 years	38	44.2
48 - 57 years	21	24.5
58 years& above	4	4.6
Total	86	100
Time spent in school	Frequency	Percentage
Less than 5 year	24	27.9
6 - 10 years	36	41.8
11 - 15 years	18	20.9
16 years and above	8	9.4
Total	86	100.0

**Source: Primary data, 2022**

Table 4 shows that the majority of the respondents (51.2%) were male while the female constituted 48.8% of the total number of respondents. Therefore, majority respondents were in the education sector are men compared to women and well as in the leadership process of the government aided secondary schools. Still, implies

that government aided secondary schools in Nabilatuk district consider gender balance during recruitment of their staff.

On the side of level of education, majority (66.3%) of the respondents were Bachelor's degree holders, and 1.2% had PhD holder. This implies that most of the staff employed by government aided secondary schools in Nabilatuk district are qualified at graduate level. Therefore, majority respondents that participated in the study had degree level meaning that they know an appropriate nature of leadership style that is likely to improve their performance levels.

Majority respondent (44.2%) belongs to age bracket of 38 - 47 years, followed by 24.5% in age bracket of 48 - 57 years, and least (4.6%) were 58 years and above. The implications are that each of the respondents were from different age group or generation differences with different perception about head-teacher leadership styles. Therefore, majority teachers are aged below the age of 38 years and above, hence have the energy to perform if the leadership style favors them.

From the above, majority of the respondents (41.8%) indicated they have been staying/working with school for six to ten years. Also, 27.9% of the respondents have indicated less than 5 years, and least (9.4%) mentioned of 16 years and above. The implications are that all the respondents are familiar with the dominant leadership style applied by most of the head-teachers within their schools.

#### 4.4 Quality of Teaching in Government Aided Secondary Schools

The question was posed to explore the quality of teaching in selected government aided secondary schools in Nabilatuk district. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 teachers are indicated in Table 5.

**Table 5: The quality of teaching in selected government aided secondary school**

Statistics		Descriptive	
Statements	N	Mean	Std. Dev.
<b><u>Curriculum design and course content</u></b>			
I regularly cover all topics as per the curriculum.	76	4.864	.344
I usually teach content relevant to a particular class's ability.	76	4.629	.485
I always use a variety of teaching methods to improve the quality of teaching.	76	4.580	.496
When designing lessons to structure learning I always have a clear understanding about the nature and use of learning objectives and how they inform choice of teaching model, strategy or technique	76	4.530	.502
<b><u>Learning environment</u></b>			
I regularly guide students to exploit the adequate facilities at school for learning purposes.	76	4.407	.586
I usually participate in initiating ideas that build our school.	76	4.432	.498

I normally create effective displays in the classroom which support students' learning.			
I usually foster good interpersonal relationships and mutual respect in the classroom to support learning.	76	3.66	1.142
<b>Students Assessment</b>			
I always provide opportunities for students to engage in peer assessment and self-assessment so that they better understand the criteria for success	76	4.46	.890
I regularly use the outcome of assessment of students to inform appropriate changes in teaching and ensure that progress and weaknesses are addressed	76	4.32	.872
I usually provide feedback that students find helpful and which identifies what they need to do to improve	76	4.40	.805
For assessment for learning I always separate learning objectives from learning outcomes and ensure these are shared effectively with students	76	4.60	.615
Valid N (list wise)	76		

*Source: Primary Data (Teachers in Nabilatuk district) 2022*

Findings from the above table indicated that majority of the respondents strongly agreed with the statements that teachers regularly cover all topics as per the curriculum; teachers usually teach content relevant to a particular class's ability; teachers always use a variety of teaching methods to improve the quality of teaching; and when designing lessons to structure learning, teachers always have a clear understanding about the nature and use of learning objectives and how they inform choice of teaching model, strategy or technique 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 noted that;

*‘Teachers cover the content syllabus as required and this is done in time to help students easily grasp the academic content thus able to achieve improved academic results’. (Head teacher from School C)*

This implies that 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.

The study findings also indicated that teachers regularly guide students to exploit the adequate facilities at school for learning purposes; teachers usually participate in initiating ideas that build secondary schools; teachers normally create effective displays in the classroom which support students’ learning; and teachers usually foster good interpersonal relationships and mutual respect in the classroom to support learning as depicted by mean score and standard deviation of 4.407 = 0.586; 4.432= 0.498; 4.407=0.586, and 4.432= 0.498 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. Students 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 classroom 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 students' teaching-learning process.

The study findings further indicated that teachers always provide opportunities for students to engage in peer assessment and self-assessment so that they better understand the criteria for success; teachers regularly use the outcome of assessment of students to inform appropriate changes in teaching and ensure that progress and weaknesses are addressed; teachers usually provide feedback that students find helpful and which identifies what they need to do to improve; and for assessment for learning I always separate learning objectives from learning outcomes and ensure these are shared effectively with students as depicted by mean score and standard deviation of 4.46 = 0.890; 4.32= 0.872; 4.40=0.805, and 4.460= 0.615 respectively. One of the interviewed participants noted that;

*'Classroom 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'*

(Head teacher from School D)

This implies that classroom teachers tend to provide needs assessment and feedback that students find vital thus able to identify their needs henceforth ensuring effective teaching-learning process. Thus, classroom teachers tend to provide opportunities for learners to engage in peer assessment and self-assessment so that they better understand improve on the effective quality of teaching.

#### 4.5 Autocratic Leadership Style and Quality of Teaching in Selected Government-Aided Secondary Schools

The question was posed to investigate the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 teachers are indicated in Table 6 below:-

**Table 6: Influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
<b>Commanding</b>							
The head teacher usually retains the final decision making authority in the school.	70 (92.1)	6 (7.9)	- (0)	- (0)	- (0)	3.67	1.142
The head teacher usually takes full control and authority over teachers	66 (86.8)	7 (9.3)	3 (3.9)	- (0)	- (0)	4.45	.890
The head teacher always closely monitors Heads of department to ensure they are performing well.	60 (78.9)	8 (10.5)	5 (6.7)	3 (3.9)	- (0)	4.33	.872
There is usually strong orientation towards conformity of rules and regulations	52 (68.4)	9 (11.8)	8 (10.5)	4 (5.4)	3 (3.9)	4.41	.805
<b>Impose or inforce</b>							
I rarely interact with my head teacher	74 (97.4)	2 (2.6)	- (0)	- (0)	- (0)	3.94	1.129
I am always intimidated to produce results	66 (86.8)	6 (7.8)	4 (5.4)	- (0)	- (0)	4.63	.615
The head teacher regularly tells us what to do, how to	60	8	5	3	-	4.42	.592

do it and when he/she wants it done	(78.9)	(10.5)	(6.7)	(3.9)	(0)		
The head teacher usually creates an environment where I take ownership of the project and he/she allows me to participate in the decision making process.	46 (60.6)	12 (15.8)	9 (11.8)	6 (7.9)	3 (3.9)	4.21	.576
<b>Forcefulness</b>							
My head teacher usually considers his/her decision as final	71 (93.4)	5 (6.6)	- (0)	- (0)	- (0)	4.25	.647
The style promotes dictatorship within the school	67 (88.2)	5 (6.6)	4 (5.2)	- (0)	- (0)	4.11	.724
The head teacher rarely considers suggestions made by subordinates	57 (75)	10 (13.2)	6 (7.9)	3 (3.9)	- (0)	3.12	1.155
I am always threatened or punished if I do wrong.	53 (69.7)	7 (9.3)	9 (11.8)	5 (6.6)	2 (2.6)	3.65	1.074

*Source: Primary Data (Teachers in Nabilatuk district) 2022*

Table 6 represents the descriptive statistics on the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district. In terms of commanding, the results show that 100% of the respondents respectively accepted to the statements that the head teacher usually retains the final decision making authority in the school (Mean=3.67 and standard deviation 1.142); in-terms of impose or inforce, teachers rarely interact with my head teacher (Mean=3.94 and standard deviation 1.129); and, lastly, forcefulness, head teachers usually consider his/her decisions as final (Mean=4.25 and standard deviation .647).

The first objective was also set to investigate the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in



Nabilatuk district. Interview schedules were used to solicit information from the head teachers, deputy head teachers and district inspectors of schools. Respondents were involved in answering interviews. The variable autocratic leadership style was looked at in regard to no consensus, too much authority, and commanding language.

However, when they were asked: What is the influence of autocratic leadership style on quality of teaching in government-aided secondary schools in Nabilatuk?

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 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 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'. (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.

It was also revealed that most head teachers are too strict in leading their teachers; in fact one of the 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 A)*

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 follower ship. In fear of followers being unproductive, these leaders keep close supervision and feel this is necessary in order for anything to be done.

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'. (District Inspector of Schools, 2022)*

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.

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'. (Deputy head teacher from School B).*

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'. (District Inspector of Schools, 2022)*

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.

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.

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.

#### 4.5.1 Testing Hypothesis One: Autocratic leadership style significantly influence the quality of teaching in government aided secondary schools

Results from correlation analysis were run between autocratic leadership and quality of teaching is presented in the Table 7.

**Table 7: Correlation between autocratic leadership style and quality of teaching**

Correlations			
		Autocratic leadership	Quality of teaching
Autocratic leadership style	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	76	76
Quality of teaching	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

Results in the table above reveal a significant relationship between autocratic leadership style and quality of teaching in government aided secondary schools in Nabilatuk 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 where there is no consensus, too much authority, commanding language, then the quality of teaching among teachers is likely to be affected as teachers sometimes act in fear of head-teachers to just fulfill what they are supposed to but without any willingness or passion for such work.

#### 4.4.3 Regression Analysis

A simple regression analysis was run between autocratic leadership style and quality of teaching, and results are presented in the Table 8 below.

**Table 8: A simple regression between autocratic leadership and quality of teaching**

R= .686      R <sup>2</sup> = .471		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Autocratic	.249	.030	.686	.000
a. Dependent Variable: Quality of teaching					

From the regression analysis as shown in the table 8, it indicates the coefficient of determination  $R^2=0.471$  which shows that 47.1% variation in quality of teaching is explained by changes in autocratic leadership style. This implies that any changes in autocratic leadership style is would lead to 47.1% chance change in the quality of teaching. These results depict that autocratic leadership is significantly related with improved teachers ( $B_1 = 0.686$ ,  $p < 0.01$ ). This supports hypothesis one which stated that “autocratic leadership style significantly influence the quality of teaching in government aided secondary schools”. This means that any improvement in autocratic leadership style is significantly and positively associated with improved quality of teaching in government aided secondary schools in Nabilatuk district.

#### 4.6 Democratic Leadership Style and Quality of Teaching in Government-Aided Secondary Schools

The question was posed to examine the influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 teachers are indicated in Table 9.

**Table 9: The influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
<b>Consultative</b>							
We hold staff meetings regularly	68 (89.5)	8 (10.5)	- (0)	- (0)	- (0)	3.65	1.083
The head-teacher always includes teachers to determine what to do and how to do it but overall he/she maintains the final decision making authority	61 (80.3)	9 (11.8)	6 (7.9)	- (0)	- (0)	4.07	1.132
I am part of decision making team	54 (71.1)	11 (14.5)	7 (9.2)	4 (5.2)	- (0)	4.04	1.163
I am always consulted by the head teacher on several school issues	43 (56.6)	9 (11.8)	10 (13.2)	8 (10.5)	6 (7.9)	4.05	.998

<b>Inclusiveness</b>							
The head teacher regularly entrusts tasks to other team leaders within the school	69 (90.8)	7 (9.2)	- (0)	- (0)	- (0)	4.32	.872
I am considered a team player in my school	65 (85.5)	6 (7.9)	5 (6.6)	- (0)	- (0)	4.32	1.042
The head teacher usually prefers big decisions in his/her office to be approved by a large number of the teachers	60 (78.9)	7 (9.3)	6 (7.9)	3 (3.9)	- (0)	4.10	1.061
The head teacher usually allows the head of department to set priorities with his/her guidance	58 (76.3)	8 (10.6)	5 (6.6)	3 (3.9)	2 (2.6)	4.62	.615
<b>Persuasiveness</b>							
The head teacher usually communicates high expectations	64 (84.2)	8 (10.5)	4 (5.3)	- (0)	- (0)	3.87	1.152
There is normally delegation of duties and responsibilities to lower staff	59 (77.6)	11 (14.5)	6 (7.9)	- (0)	- (0)	4.54	.632
I am always motivated to work hard	53 (69.7)	7 (9.2)	5 (6.6)	11 (14.5)	- (0)	4.52	.621
I am regularly persuaded to participate in school affairs	46 (60.5)	8 (10.6)	6 (7.9)	9 (11.8)	7 (9.2)	4.43	.522

*Source: Primary Data (Teachers in Nabilatuk district) 2022*

Table 8 represents the descriptive statistics on the influence of democratic leadership style on quality of teaching in selected government-aided secondary



schools in Nabilatuk district. Consultatively, the results show that 100% of the respondents accepted to the statements that schools hold staff meetings regularly (Mean= 3.65 and standard deviation 1.083). Inclusiveness, it was revealed that the head-teacher regularly entrusts tasks to other team leaders within the school (Mean=4.32 and standard deviation .872). Lastly, persuasiveness, the head teacher usually communicates high expectations (Mean=3.87 and standard deviation 1.152).

The second objective was also set to examine the influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district. Interview schedules were used to solicit information from the head teachers, deputy head teachers and district inspectors of schools. The variable democratic leadership was looked at in regard to mutual decision making, staff development, decentralization of authority and results are presented.

However, when they were asked: What is the influence of democratic leadership style on quality of teaching in government-aided secondary schools in Nabilatuk district?

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....”* (Head teacher from School B)

This implies that democratic leadership style is not a 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.

It was however revealed that 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...”* (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.

One of the 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’.*

(Head teacher from School A)

This means that 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.

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....’* (District Inspectors of Schools, 2022)

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, interviewed participants noted that;

*‘Those in schools that claim to practice democratic leadership styles, head teacher take the interest and welfare of the teachers into consideration in decision making process’.* (Deputy head teacher from School A)

This implies that even in those schools that claim to practice 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. 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, 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’. (Head teacher from School B)*

This implies that in 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.

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'. (Deputy head teacher from School D).*

This implies that despite the 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.

In the study, it was further noted that;

*'Head teacher do not allows teachers to set priorities with their guidance; and in some schools, head teacher delegates tasks in order in order to build the school effectively'. (District Inspectors of Schools, 2022)*

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.

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.

#### 4.5.2 Testing hypothesis Two: Democratic leadership style significantly influence the quality of teaching in government aided secondary schools

Results from a correlation analysis between head teacher's democratic leadership style and quality of teaching are presented in the table 10.

**Table 10 Correlation between head teacher's democratic leadership style and quality of teaching**

Correlations			
Quality of teaching		Quality of teaching	Democratic leadership style
	Pearson Correlation	1	.589 **
	Sig. (2-tailed)		.000
	N	76	76
Democratic leadership style			
	Pearson Correlation	.589 **	1
	Sig. (2-tailed)	.000	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

Study findings, revealed a significant effect of democratic leadership style on quality of teaching in government aided in secondary schools in Nabilatuk district. The correlation coefficient of .589\*\* with a significance value of .000 explain the nature of the relationship between the democratic leadership style and quality of teaching. Since the p.value is 0.000 higher than 0.01 the relationship is significant.

This implies that in democratic leadership style where there is mutual decision making, staff development is encouraged, decentralization of authority is exercised then quality of teaching is likely to significantly improve.

#### 4.5.3 Regression Analysis

A simple regression analysis was run between democratic leadership style and quality of teaching and results are presented in the table 11.

**Table 11: A simple regression analysis**

R= .589		R <sup>2</sup> = .346			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.989	.110		.000
	democratic	.204	.032	.589	.000
a. Dependent Variable: Quality of teaching					

From table 11, regression results were obtained with a coefficient of determination  $R^2=0.346$  which shows that 34.6% variation in quality of teaching is explained by changes in democratic leadership style. This implies that any changes in democratic leadership style would lead to 34.6% chance change in quality of teaching if all aspects in democratic leadership style were squarely addressed. In the study results confirm that democratic leadership style is significantly related to improved quality of teaching ( $\beta_1 = 0.589$ ,  $p < 0.01$ ). This supports hypothesis two which stated that “Democratic leadership style significantly influence the quality of teaching in government aided secondary schools”. This implies that improvement in democratic

leadership style would lead to improvement in quality of teaching as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process.

#### **4.6 Laissez Faire<sup>1</sup> Leadership Style and Quality of Teaching in Government Aided Secondary Schools**

The question was posed to establish the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 76 teachers are indicated in Table 12.



**Table 12: The influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	f (%)	f (%)	f (%)	f (%)	f (%)		
<b>Control over employees</b>							
My head teacher always keeps to himself/ herself and does not want to be bothered.	64 (84.2)	5 (6.6)	7 (9.2)	- (0)	- (0)	3.66	1.142
The head teacher knows little about my work.	60 (78.9)	8 (10.6)	6 (7.9)	2 (2.6)	- (0)	4.46	.890
I always choose the tasks that I want to do in a day.	55 (72.4)	7 (9.2)	9 (11.8)	5 (6.6)	- (0)	4.32	.872
I am always responsible for defining my own duties.	48 (63.2)	10 (13.2)	7 (9.2)	8 (10.5)	3 (3.9)	4.32	.872
<b>Group members expected to solve their own problems</b>							
The head teacher always has limited interest in my duties and responsibilities	67 (88.2)	6 (7.9)	3 (3.9)	- (0)	- (0)	4.63	.617
The head teacher regularly delegates to me most of the work	59 (77.6)	7 (9.2)	6 (7.9)	4 (5.3)	- (0)	4.07	1.142
The Head teacher usually thinks I know more about my work than she/ he does so she lets me carry out decisions to carry out my work.	51 (67.1)	9 (11.8)	10 (13.2)	4 (5.3)	2 (2.6)	4.05	.997
I am always held responsible when procedures go wrong.	45 (59.3)	8 (10.5)	9 (11.8)	8 (10.5)	6 (7.9)	4.04	1.122
<b>Guidance from the leader</b>							
I always have meetings with my leader to discuss problems and way forward	65 (85.5)	7 (9.2)	- (0)	4 (5.3)	- (0)	3.92	1.138
The Head teacher regularly lets me to determine what is to be done and how to do it.	60 (78.9)	6 (7.9)	5 (6.6)	5 (6.6)	- (0)	4.10	.809

I always monitor my own teaching.	51 (67.1)	10 (13.2)	7 (9.2)	6 (7.9)	2 (2.6)	4.31	.807
My head teacher always trains me on how to handle issues at work.	40 (52.6)	13 (17.1)	11 (14.5)	7 (9.2)	5 (6.6)	4.43	.806

*Source: Primary Data (Teachers in Nabilatuk district) 2022*

Table 12 gives the descriptive statistics on the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district. In terms of group members expected to solve their own problems, the results show that 100% of the respondents accepted to the statements that the head teacher always has limited interest in my duties and responsibilities (Mean=4.63 and standard deviation 6.17); on group members expected to solve their own problems, it was noted that the head-teacher always has limited interest in my duties and responsibilities (Mean 4.63 and standard deviation .617); and lastly on guidance from the teachers, teachers always have meetings with my leader to discuss problems and way forward (Mean 3.93) and standard deviation 1.138).

The third objective was also set to the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district. Interview schedules were used to solicit information from the head teachers, deputy head teachers and district inspectors of schools.

However, when they were asked: What is the influence of laissez faire leadership style on quality of teaching in government-aided secondary schools in Nabilatuk district?

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

*“..... for sure with laissez-faire 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 laissez-faire no teacher would do anything....”* (Head teacher from School A)

This implies that with the characteristics of laissez-faire 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 laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. The laissez-faire 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 interviewed participant had these to say;

*‘Laissez-faire 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 laissez-faire 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.

Additionally, interviewed participant also noted that;

*‘Laissez-faire 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’.* (District Inspector of School, 2022)

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 laissez faire 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 A)

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.

Lastly, interviewed participants noted that;

*‘In those schools which seem to practice laissez-Faire 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 laissez-Faire 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.

#### 4.6.2 Testing hypothesis Three: Laissez-faire leadership style significantly influences the quality of teaching in government aided secondary schools

Results from a correlation analysis between laissez-Faire leadership style and quality of teaching were established and results are presented in Table 13.

**Table 13: Correlation between laissez-Faire leadership style and quality of teaching**

Correlations			
leizzfare		Leizzfare	Quality of teaching
	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.002
Quality of teaching	N	76	76
	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.002	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation results in table 13 indicate a significant effect of laissez-Faire leadership style on quality of teaching. 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 situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then quality of teaching is likely to be affected.

#### 4.6.3 Regression Analysis

A simple regression analysis was run between laissez-Faire leadership styles results are presented in table 14.

**Table 14: A simple regression analysis between laissez-Faire leadership style and quality of teaching**

R= .342    R <sup>2</sup> = .117		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	1.137	.167		.000
	Laissez-faire	.177	.055	.342	.002
a. Dependent Variable: Quality of teaching					

Results in the regression table above was obtained with a coefficient of determination  $R^2=0.117$  which shows that 11.7% variation in quality of teaching is explained by changes in laissez-Faire leadership style. This implies that any changes in laissez-Faire leadership style would lead to 11.7% change in quality of teaching in government aided secondary schools in this area. In the study results confirm that laissez-Faire leadership style significantly influence the quality of teaching ( $B1=0.342$ ,  $p<0.01$ ). This supports hypothesis three which stated that “laissez-Faire leadership style significantly influence quality of teaching.

## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.1 Introduction**

This chapter presents the discussions of results of the study on the predominant head-teacher leadership styles and quality of teaching in government- aided secondary schools in Nabilatuk District based on the study findings. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

#### **5.2 Discussion of Findings**

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

##### **5.2.1 Autocratic Leadership Style and Quality of Teaching**

The above study theme of investigate the influence of autocratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district; and these ranges from:

Study finding revealed a positive significant effect of autocratic leadership style on quality of teaching in secondary schools. Therefore, in autocratic leadership where there is no consensus, too much authority, commanding language, then the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head-teachers to just fulfill what they are supposed to but without any willingness or passion for such work. This finding is related to Basit & Sebastian (2017) who assert that in autocratic leadership style workers



lose their commitment to the organization because the autocratic style of leadership strips them of their responsibility of the organizational success. This shows that isolating teachers by head teachers in decision making lessens their commitment to taking full responsibility of the school programs which they ought to do as per their profession as ascertained by Okoroji and Ukpere (2019). This implies that because members of the organization are marginalized in favor of a leader who makes all the decisions and takes the credit for success, there is usually a high level of absenteeism and quitting. Without a sense of ownership in the organization, workers do not feel as committed.

In the regression, it was predicted that 47.1 % variation in quality of teaching is explained by changes in autocratic leadership style. This implies that any changes in autocratic leadership style would lead to 47.1% change in the quality of teaching. This means that any improvement in autocratic leadership style is significantly and positively associated with improved quality of teaching in government aided secondary schools in Nabilatuk district. This finding is in line with Shahmandi (2021) who assert that autocratic leadership can threaten the ability of a group to operate as an intact system over an extended period. In this context the autocratic leadership style of the head-teacher can break team work among teachers. This definitely affects the quality of teaching because teamwork is a key element in achieving set goals of an organization and schools in particular.

The form of leadership style largely influences the quality of teaching and nature of performance in a school. It should be noted that one common form of leadership style in most school 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 teachers. These head-teachers only make sure there is a distinct professional relationship between them and teachers and nothing else. In line with Aung and Masare (2020) who assert that, with autocratic leaders' power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making.

More so, leadership style of some head-teachers in these schools is too intimidating that it 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. 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. This finding is in line with Allen., Elks., Outhred and Varly (2018) who asserts that autocratic style had the least efficiency, and applying consultative and submissive styles in management of training institutes are remarkably efficient.

Further, leaders 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. This is related to Okorojii, Anyanwu and Ukpere (2019) while the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates.

Lastly, while autocratic leadership can be beneficial at times, it is often the case that it's more problematic. With its type of decision-making it is easily abused, and autocratic head teachers are often viewed as bossy and controlling and sometime command less respect from teachers than fear. Because authoritarian leaders make decisions without consulting the teachers, many group members may resent the leader because they are unable to contribute ideas. This is in line with Amanchukwu Stanly and Ololube (2015) who observes that autocratic leadership style erodes satisfaction of work desired by most high performing workers. Similarly, Kirungi (2020) found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure. This automatically affects quality of teaching negatively and therefore needs to be used depending on the magnitude of the prevailing situation as observed by Machumu (2019) that autocratic leadership style should only be used with extreme caution and in a few situations when it is absolutely imperative, such situations can be when there is hostility or when there is need for drastic changes.

### **5.2.2 Democratic Leadership Style and Quality of Teaching**

The above study theme of examining the influence of democratic leadership style on quality of teaching in selected government-aided secondary schools in Nabilatuk district; and these include:

From the field study, it was revealed that there is a positive significant relationship between democratic leadership style and quality of teaching in government aided secondary schools. This implies that in democratic leadership style where there is mutual decision making, staff development is encouraged, decentralization of authority is exercised then quality of teaching is likely to significantly improve. This finding is related to Greenleaf and Leithwood (2019) who assert that although a democratic leader makes the final decision he/she invites the other members of the team to contribute in the decision making process. This not only increases the job satisfaction by involving employees or team members in what's going on, but it helps employees to get skills.

Further, in a school system, ahead teacher who adopts a democratic leadership, in involving teachers in decision making shall make them fill in control of their own destiny. Teachers are thus motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the end result is better. This is stressed by Eisenberger (2020) that participative leaders encourage group members to participate but retain the final decision making process and group members thus feel engaged in the process and are more motivated to perform.

The regression results predict that 34.6% variation in quality of teaching is explained by changes in democratic leadership style. This implies that any changes in democratic leadership style would lead to 34.6% chance change in quality of teaching if all aspects in democratic leadership style were squarely addressed. Therefore, improvement in democratic leadership style would lead to improvement in quality of teaching as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process. This is related to Kiboss and Jemiryott (2019) who explain that democratic leaders often involve subordinates and groups in the decision making process. The respective leader shall have the final say, but only after having consulted the subordinates. They maintain that this leadership is potentially most feasible when leaders do not have full insight into the consequences of a specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the advantage of this leadership is that subordinates shall feel more motivated and that any given decision shall be enriched by the knowledge derived from the consultation.

Additionally, democratic leadership style come with a number of challenges whereby with less authority, teachers take things a little bit more light and this affects their quality of teaching in the long run. 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. This is related to Iqbal., Anwar and Abbas (2019) who explain that 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. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader.

Furthermore, democratic leadership may not be effective 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. The boundaries of democratic participation tend to be explained by the schools needs and the instrumental value of people's attributes. Therefore, democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. This is in line with Korir and Kipkebut (2016) submission that democratic leadership style is ideally preferred by the employees because it creates a sense of inclusiveness and togetherness of ideas to be shared as a team. 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.

However, when used appropriately this leadership style is one of the most effective and creates higher productivity, better contributions from group

members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. This is in line with Malunda, Phule-Ambedkarite (2021) who says that democratic leadership is that which allows sharing decisions, encourages teamwork, creates innovation and creativity, initiates job training and motivates staff. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects as ascertained Namuddu (2021). This implies that 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.

### **5.2.3 Laissez Faire Leadership Style and Quality of Teaching**

The above study theme of establishing the influence of laissez faire leadership style on quality of teaching in selected government aided secondary schools in Nabilatuk district; and these ranges from study findings revealed a positive significant effect of laissez-Faire leadership style on quality of teaching. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then teachers' performance is likely to be affected. This is related to Henard and Roseveare (2020) who explains that a laissez faire head teacher tries to give away his powers and does not follow up progress powers. This gives the teachers total independence thus making them not commit themselves to perform their duties well. This prompts poor academic performance.

From the regression analysis it was predicted that 11.7% variation in quality of teaching is explained by changes in laissez-Faire leadership style. This implies that any changes in laissez-Faire leadership style would lead to 11.7% chance change in quality of teaching in government aided secondary schools in this area. This finding is in line with Korir and Kipkebut (2016) who assert that the leader's ability to lead is contingent upon various situational factors, including the leaders preferred style. Contingency theories of leadership support a great deal of empirical freedom to leadership.

More so, laissez-faire form of leadership style cannot fully fit in schools since teachers require an extra effort and sense of direction from and tight supervision. It should be noted that laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. The laissez-faire 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. This finding relates to Lojpur, Aleksic, Vlahovic, Honglei and Bichen Guan (2018) who explains that laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group.

Laissez-faire 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. The laissez-faire 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. This affects the performance of any teachers negatively. This is in line with Maseka and Mabuku (2019) who suggested that laissez faire leadership style negatively affected quality of teaching. More so, Nakola (2017) argues that leadership includes giving support, communicating, facilitating interactions, active listening and providing feedback.

Lastly, this leadership style is an effective style to use in schools only when; teachers or other teachers 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. This again is in line with Ndaipa (2019) who contends that laissez faire leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders directives. However, one head-teacher cautions that this style should not be used when teachers feel insecure at the unavailability of a leader and the leader cannot or shall not provide regular feedback to their followers.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

#### 6.2 Conclusions

From the findings and discussion in chapter four and five, respectively the following conclusions were drawn:

Reference to objective one, there was a positive significant relationship between autocratic leadership style and quality of teaching in government aided secondary schools in Nabilatuk district ( $r=0.686$ ,  $p=0.000$ ) with a regression  $R^2$  of .471, and this was the most dominant leadership style. This implies that in autocratic leadership where there is no consensus, too much authority, and commanding language, the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work and this yields poor quality of teaching. Most head teachers in government aided secondary schools in Nabilatuk district practice autocratic leadership style. Most of the head-teachers like to be strict on teachers in schools and they ensure that all regulations and other guidelines are followed in the school. Most head-teachers

ensure that the relationship between them and their teachers remain only professional. However, this form of leadership creates fear and this affects teachers' quality of teaching in the long run. In autocratic leadership style, some head-teachers tend to be too strict and too tough in this leadership style. They use direct supervision which they think to be key in maintaining a loyalty from their teachers and to achieve all the performance objectives of the school yet this may not always be the case.

Basing on the objective two, there was a positive significant relationship between democratic leadership style between quality of teaching ( $r=.589$ ,  $p=0.000$ ) with a regression  $R^2$  of .346. This implies that any improvement in democratic leadership style would lead to improvement in quality of teaching as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process. Democratic leadership style is considered an appropriate leadership style in schools since it less strict and in most schools teachers appreciate being pushed and supervised to do things the right way in order to achieve performance objectives of the school. However, head teachers lack the ability and training to apply democratic leadership style especially in schools that are still building their structures. However, in schools where management structures are fully established then democratic leadership has fully worked, though such schools are very few in this area. Hence, poor application of this leadership style affects quality of teaching negatively since others may misuse the freedom given to them in making decisions.

Reference to objective three, it was revealed that there is a positive significant relationship between laissez faire leadership and quality of teaching ( $r=0.342$ ,  $p=0.002$ ) and regression  $R^2$  of .117. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then quality of teaching is likely to be affected. Laissez faire leadership style is not directly applicable largely in all schools, because it is considered not practical for schools among administration, teachers and students. Head-teachers think the principles of this leadership style are not applicable in a school environment where teachers require a lot of supervision and follow up for things to be done, which is a direct opposite of this leadership style. Thus, laissez faire leadership style is appropriate in secondary schools with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders directives.

### **6.3 Recommendations**

From the findings of the study, the following recommendations were made;

#### **6.3.1 Autocratic Leadership Style and Quality of Teaching**

The study recommended that the Ministry of Education and Sports through the DEOs 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 teachers performance levels. After such training the professional relationship between head-teachers and teachers and can be kept professional but they ensure that teachers do not fear them to affect quality of teaching.

The study recommends that head-teachers need to be a bit more lenient in their autocratic leadership style in that while they emphasize supervision of their teachers, it should be leniently directed such that 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 teachers to perform.

### **6.3.2 Democratic Leadership and Quality of Teaching**

The study recommends 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 would help in improving on the quality of teaching.

The study also recommends that the District Education Officer through ministry of education should carry out training on all teachers in the district, for them to know the principles of democratic leadership style if they want it be applicable in their schools. This shall enable them learn and appreciate the dynamics of the leadership style and not abuse it to affect their quality of teaching.

### **6.3.3 Laissez Faire Leadership and Quality of Teaching**

The study recommended that school head-teachers that want to use Laissez faire leadership style should endeavor to employ highly skilled teachers that do not require a lot of supervision as they doing their work. Such teachers must have

characteristics of being highly skilled, experienced; have pride in their work and the drive to do it successfully on their own.

#### **6.4 Limitations of the Study**

The researcher was faced with a number of problems among which are; the challenge of busy schedules of the head teachers and the absence of some teachers from school due to the mocks and national examinations that were going when the study was being carried out. As well there was a challenge of inadequate time where it was hard to balance the work place pressure and data collection.

**The researcher however overcame the above challenges in the following ways:**

In the first place the requested for audience from the head-teachers who had busy schedules but tried to respond though he managed to access all the targeted key informants targeted to interview. For teachers, the researcher moved to some teachers homes later after work and got response to the questionnaires. On the time factor, the researcher asked for permission from the workplace to have a break to conduct a research to fulfill his requirements for the award of a Masters' Degree, which fortunately was granted.

#### **6.5 Areas of Further Research**

The researcher carried this study in order to examine the “Predominant Head-Teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District”; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. Head-Teacher Leadership Style and Quality of Teaching in Private Secondary Schools in Uganda.
2. Effect of Generation Differences on Quality of Teaching in Government Aided Secondary Schools in Uganda.
3. Head-Teacher Leadership Style and Teaching/Learning Process in Government Aided Secondary Schools in Uganda.
4. The Effect of School Environment on Work Performance in Private Secondary School in Uganda.

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## APPENDICES

### APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<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	1000000	384

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

Source: Krejcie & Morgan, 1970

## **APPENDIX II: CONSENT FORM FOR PARTICIPANTS**

### **TOPIC: PREDOMINANT HEADTEACHER LEADERSHIP STYLES AND QUALITY OF TEACHING IN GOVERNMENT- AIDED SECONDARY SCHOOLS IN NABILATUK DISTRICT**

**Introduction:** I am, OKELLO BOSCO, a researcher from Uganda Christian University. I am conducting a study entitled “Predominant Head-teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District”.

**Guidance (SOPs):** Ensure you adhere to the COVID-19 prevention guidelines; for instance, social distance, regularly washing hands with soap and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

**Purpose of the Study:** The purpose of the study shall be to establish the influence of the most dominant leadership styles applied by most of the head-teachers and the extent to which these styles influences quality of teaching in the government aided secondary schools in Nabilatuk district.

**Procedure of Study:** You have been identified to participate in the study and I wish to ask a few questions regarding the “Predominant Head-teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District”. Your responses/answers will help us to establish how best we can improve on quality of teaching in government aided secondary schools in Nabilatuk District. The responses will be recorded on the questionnaire.

**Confidentiality:** Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only. It is not necessary that you give your name and nobody



will be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only.

**Benefits and Risks:** The results of this study will be beneficial to the government aided secondary schools in Nabilatuk District, entire region and country at large as they will go a long way in promoting quality of teaching in government aided secondary schools. There are no anticipated risks as a result of your participation in this study.

**Voluntary Consent:** You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: OKELLO BOSCO, on Telephone -----

**Consent Statement:** I have been informed about the study on the “Predominant Head-teacher Leadership Styles and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District”. The purpose and nature of the study, the benefits and risks have been explained to me. I have been informed that the information given will be kept confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

\_\_\_\_\_  
Participants Signature/thumb print

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature/thumb print

\_\_\_\_\_  
Date

## Appendix III

### Quality Teaching Questionnaire (QTQ)

#### Teacher's Information

#### Introduction

Dear respondent,

My name is Okello Bosco, a Masters student of Uganda Christian University carrying out a study on “Leadership Styles and Quality teaching in government aided secondary schools in Nabilatuk district”. This questionnaire aims to get participant views in order to enhance the quality of teaching in the District. Your views and opinions are central to all the decisions that will be made in ensuring that every Teacher is supported to provide the best teaching in public secondary schools within the District.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date: .....

School.....

I request you to read the instruction against each section/question carefully and answer it accordingly.

**Instruction:**

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

**Section A**

**1- Age**

- ☐ 18 - 27 years ☐
- ☐ 28 - 37 years ☐
- ☐ 38 - 47 years ☐
- ☐ 48 - 57 years ☐
- ☐ Above 58 years ☐

**2- Sex (Gender)**

- ☐ Male ☐
- ☐ Female ☐

**3- What is the highest qualification that you have attained?**

- ☐ PhD ☐
- ☐ Masters' Degree ☐
- ☐ Bachelor's Degree ☐
- ☐ Diploma ☐
- ☐ Others specify ☐

**4- How long have you taught in this school?**

- ☐ Below 5 years ☐
- ☐ Between 6 - 10 years ☐
- ☐ Between 11 - 15 years ☐
- ☐ Over 16 years ☐

## General Instruction on Sections B, C, D & E

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

### Section B

	B, Items	5	4	3	2	1
	<b>Commanding</b>					
5	The head teacher usually retains the final decision making authority in the school.					
6	The head teacher always closely monitors Heads of department to ensure they are performing well.					
7	There is usually strong orientation towards conformity of rules and regulations					
8	The head teacher usually takes full control and authority over teachers					
	<b>Impose or inforce</b>					
9	The head teacher regularly tells us what to do, how to do it and when he/she wants it done					
10	The head teacher usually creates an environment					

	where I take ownership of the project and he/she allows me to participate in the decision making process.					
11	I am always intimidated to produce results					
12	I rarely interact with my head teacher					
	<b>Forcefulness</b>					
13	The head teacher rarely considers suggestions made by subordinates					
14	I am always threatened or punished if I do wrong.					
15	My head teacher usually considers his/her decision as final					
16	The style promotes dictatorship within the school					

### Section C

	C, Items	5	4	3	2	1
	<b>Consultative</b>					
17	The head teacher always includes teachers to determine what to do and how to do it but overall he/ she maintains the final decision making authority					
18	We hold staff meetings regularly					
19	I am part of decision making team					
20	I am always consulted by the head teacher on several school issues					

	<b>Inclusiveness</b>					
21	The head teacher usually prefers big decisions in his/her office to be approved by a large number of the teachers					
22	The head teacher usually allows the head of department to set priorities with his/her guidance					
23	The head teacher regularly entrusts tasks to other team leaders within the school					
24	I am considered a team player in my school					
	<b>Persuasiveness</b>					
25	The head teacher usually communicates high expectations					
26	There is normally delegation of duties and responsibilities to lower staff					
27	I am always motivated to work hard					
28	I am regularly persuaded to participate in school affairs					

## Section D

	D, Items	5	4	3	2	1
	<b>Control over employees</b>					
29	I am always responsible for defining my own duties.					
30	The head teacher knows little about my work.					
31	I always choose the tasks that I want to do in a day.					
32	My head teacher always keeps to himself/ herself and					

	does not want to be bothered.					
	<b>Group members expected to solve their own problems</b>					
33	The head teacher always has limited interest in my duties and responsibilities					
34	The head teacher regularly delegates to me most of the work					
35	The Head teacher usually thinks I know more about my work than she/ he does so she lets me carry out decisions to carry out my work.					
36	I am always held responsible when procedures go wrong.					
	<b>Guidance from the leader</b>					
37	I always have meetings with my leader to discuss problems and way forward					
38	The Head teacher regularly lets me to determine what is to be done and how to do it.					
39	I always monitor my own teaching.					
40	My head teacher always trains me on how to handle issues at work.					

**Section E:**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>E, Items</b>					
	<b>Curriculum design and course content</b>					
41	I regularly cover all topics as per the curriculum.					

42	I usually teach content relevant to a particular class's ability.					
43	I always use a variety of teaching methods to improve the quality of teaching.					
44	When designing lessons to structure learning I always have a clear understanding about the nature and use of learning objectives and how they inform choice of teaching model, strategy or technique					
	<b>Learning environment</b>					
45	I regularly guide students to exploit the adequate facilities at school for learning purposes.					
46	I usually participate in initiating ideas that build our school.					
47	I normally create effective displays in the classroom which support pupils' learning.					
48	I usually foster good interpersonal relationships and mutual respect in the classroom to support learning.					
	<b>Students Assessment</b>					
49	I always provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success					
50	I regularly use the outcome of assessment of pupils to inform appropriate changes in teaching and ensure that					



	progress and weaknesses are addressed					
51	I usually provide feedback that students find helpful and which identifies what they need to do to improve					
52	For assessment for learning I always separate learning objectives from learning outcomes and ensure these are shared effectively with students					

**END** Thank you for your participation and time.

## APPENDIX IV: INTERVIEW GUIDE

### Interview Guide for District Inspector of Schools, Head teachers and Deputy Head Teachers

#### Guiding Questions

1. In your view, what are the major indicators of quality of teaching in your school?

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2. In your view, to what extent does autocratic leadership style influence quality of teaching in your school?

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3. To what extent does democratic leadership style influence quality of teaching in your school?

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4. To what extent does laissez faire leadership style influence quality of teaching in your school?

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5. How best do you want head-teachers leadership style to be reduced?

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6. How best do you want quality of teaching to be improved?

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*Thank you for your Co-operation*

## APPENDIX V: INTRODUCTORY LETTER



**UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

20<sup>th</sup> September, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER FOR OKELLO BOSCO.**

Warm greetings from Uganda Christian University!

This serves to introduce the above named; **Okello Bosco**, as our student registered number **RJ20M06/01** pursuing a Master of Research and Public Policy.

Bosco is conducting a research as a requirement for the award of the above mentioned degree entitled; *Predominant Headteacher Leadership Style and Quality of Teaching in Government- Aided Secondary Schools in Nabilatuk District.*

He has fulfilled all clearance requirements such as getting Research Ethics Approval from UCU-REC which is accredited and regulated by Uganda National Council for Science and Technology (UNCST).

Any assistance given to him in achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

for  
**Dr. Owor Joseph Jakisa**  
**Directorate of Postgraduate Studies,**  
**Uganda Christian University**  
**jowor@ucu.ac.ug**



cc. Executive Secretary, Uganda National Council Science & Technology  
cc. Chairperson, UCU-Research Ethics Committee

A Centre of Excellence in the Heart of Africa

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67 173, Bishop Tusirow Road, Mukono Hill, Tel: +256 (0) 31 235 0300, [www.ucu.ac.ug](http://www.ucu.ac.ug)  
UgandaChristianUniversity @UCUniversity, Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.

## APPENDIX VI: UCUREC AUTHORIZATION LETTER



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

16/09/2022

To: BOSCO OKELLO

uganda Christian University  
0775385875

Type: Initial Review

**Re: UCUREC-2022-362: PREDOMINANT HEADTEACHER LEADERSHIP STYLE AND QUALITY OF TEACHING IN GOVERNMENT- AIDED SECONDARY SCHOOLS IN NABILATUK DISTRICT, 1, 2022-07-24**

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on 16/09/2022 approved the above referenced study.

Approval of the research is for the period of 16/09/2022 to 16/09/2023.


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 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 16/09/2023 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:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent Form	English	1	2022-07-24
2	Data collection tools	English	1	2022-07-24
2	Protocol	English	1	2022-07-24

Yours Sincerely



Peter Waiswa  
For: Uganda Christian University REC

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