HEADTEACHERS DECISION MAKING STRATEGIES AND TEACHER JOB PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN BULAMBULI DISTRICT

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RS21/MUC/MED/021

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

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DECLARATION

I certify that I worked alone to write this dissertation and that, with the exception of citations, I have never submitted it for consideration for any kind of prize to any other university. The preparation of this work adheres to Uganda Christian University's research guidelines.

Signature:  Date 17th NOV 2024

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APPROVAL

I certify that this dissertation report on "Head teachers' decision-making strategies and Teacher Job performance in selected secondary schools in Bulambuli district" has been written under my supervision and is ready for submission to the school of Education.

Sign..... Date. 11TH NOV 2024

DR. HANNAH GIDUDU LUNYOLO

(SUPERVISOR)

DEDICATION

This work is dedicated to all my family members and all those who have been there for me in one way or the other in articulating down ideas to come up with this project.

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Not forgetting everyone who helped shape this research project, I would want to offer my heartfelt thanks and appreciation to the Almighty Father (GOD) for his grace and love throughout my life. To begin with, I would like to express my gratitude to my supervisors, Drs. Hana Gidudu and Okuru David, for their tremendous help, direction, and knowledge during the study process. The quality and direction of this proposal have been considerably influenced by their insightful comments and helpful ideas. Additionally, I would want to express my gratitude to the academic community members who have served as my main sources of information, particularly when I required information to support my proposal. To acknowledge the experience and varied viewpoints of Mr. WAKHANYALI JOWALI (DIS), Mr. WAGWASALA ABRAHAM (DEO), and MS KWAGA IRENE (HM) of Bukhalu Seed Secondary School, who have played a crucial role in improving the research design and methods.

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May God bless all of your efforts!

LIST OF ACRONYMS

DOS	Director of Studies
CPWB	Counter Productive Work Behavior
CVI	Content Validity Index
MOD	Master/Mistress on Duty
UCE	Uganda Certificate of Education

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Education promotes human capital development and behavior change, a core aims of SDG 4, which emphasizes inclusive, quality education for all. This study explored how headteachers' decision-making strategies affect teacher job performance in Bulambuli District secondary schools. Objectives included assessing the influence of analytical, command, and collaborative (participatory) decision-making strategies on teacher performance. Using stratified random sampling and Krejcie and Morgan's sample size table, 97 respondents (85 teachers, 6 Directors of Studies, and 6 headteachers) from six schools were selected. Data were collected through questionnaires and interviews, and analyzed in SPSS version 20 using descriptive statistics, linear regression, and multiple regression to examine the effects of each decision-making strategy. Results showed that analytical decision-making significantly enhances teacher performance (R^2 =0.846, ß =.920, $p<0.05$). Similarly, command decision-making showed a strong positive impact (R^2 = 0.900, ß =.948, $p<0.05$), as did collaborative decision-making (R^2=0.812, ß =.901, $p<0.05$). Interview data, organized by key study themes, provided qualitative insights, with narrative findings supporting quantitative data through triangulation to enhance validity. The study recommended that school leaders base decisions on data, fostering ownership and communication among staff. Encouraging collaborative decision-making, alongside evidence-based strategies, is advised to strengthen inclusion and build a supportive teaching environment for continuous improvement. xii

Findings from the reviewed literature revealed that, while previous research had been conducted on decision-making and teacher performance, very few studies had attempted to link the two variables. Some of these studies focused on decision-making and other variables, thus creating knowledge gaps (Uba&Oluchi, 2013). Additionally, many of these studies were carried out in different geographical contexts (Cheruto, Kipkoech, & Salome, 2011; Ndifuna et al., 2009; Bikimane, Gaopalelwe, &Makambe, 2020). Moreover, many of them exhibited methodological gaps that the current study sought to address (Bikimane,

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ABSTRACT

Education promotes human capital development and behavior change, a core aims of SDG 4, which emphasizes inclusive, quality education for all. This study explored how headteachers' decision-making strategies affect teacher job performance in Bulambuli District secondary schools. Objectives included assessing the influence of analytical, command, and collaborative (participatory) decision-making strategies on teacher performance. Using stratified random sampling and Krejcie and Morgan's sample size table, 97 respondents (85 teachers, 6 Directors of Studies, and 6 headteachers) from six schools were selected. Data were collected through questionnaires and interviews, and analyzed in SPSS version 20 using descriptive statistics, linear regression, and multiple regression to examine the effects of each decision-making strategy. Results showed that analytical decision-making significantly enhances teacher performance (R^2 =0.846, ß =.920, $p<0.05$). Similarly, command decision-making showed a strong positive impact (R^2 = 0.900, ß =.948, $p<0.05$), as did collaborative decision-making (R^2=0.812, ß =.901, $p<0.05$). Interview data, organized by key study themes, provided qualitative insights, with narrative findings supporting quantitative data through triangulation to enhance validity. The study recommended that school leaders base decisions on data, fostering ownership and communication among staff. Encouraging collaborative decision-making, alongside evidence-based strategies, is advised to strengthen inclusion and build a supportive teaching environment for continuous improvement.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter was covering the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, justification of the study, significance of the study, conceptual framework and definition of key terms.

1.1 Background of the study

Around the world, education is believed to be one of the most important investments that are crucial for National transformation, growth, and development. Its importance lies in transforming both individuals, society and the entire nation (Wilson, 2017). In this view, education is the basis of the wealth and security of every country. Moreover, the success of any education system depends on the quality of service provided by its teachers. They are the most important resource required to achieve broader national education objectives and goals. The extent to which the education objectives and goals are achieved therefore depends on the teacher job performance exhibited through commitment to service delivery which also partly depends on the level of supervision by the head teachers.

According to Nwosu (2017), teachers are arguably the most important group of professionals responsible for shaping the nation's future. Without teachers, the education system is brought to a standstill. Their role in achieving quality education cannot be underestimated (Tao, 2013). Teacher job performance is therefore critical to the achievement of quality and survival of any education system. Tao believes that established school systems with well organized, committed and self-driven teachers focused on achieving better results is essential in attaining the set objectives and goals in any school setting. Not only does it have strategic role in realizing quality education but also increasing the overall organizational performance (Anishu et al, 2020).

In this respect therefore, Abubakar et al (2019) asserted that teacher job performance significantly affects the success or failure of the school. Mollel, (2019)’s opinion is not different when he asserted that teachers shape the direction and influence and

influence other educational inputs to achieve the goals of education, being at the center of teaching and guiding students in and outside the classroom.

Andrea M. (2022) describes teacher job performance as a combination of activities, attitudes, and behaviors in the teaching-learning environment that contribute to learners attaining their goals. Jex& Britt (2018) define it as all behaviors instructors engage in to reach predefined targets. In any country, having excellent teachers is essential to receiving a top-notch education, claims Abubakar (2015). He evaluates a teacher's performance according to the skills, knowledge, and ease with which they fulfill the duties and responsibilities listed in their job description. The educational system's teachers must do their allotted work on time in order for the objectives to be met. A teacher's ability to manage the classroom, set and administer exams, maintain student discipline, keep track of attendance, cover the curriculum on time, be consistent in the classroom, be punctual, prepare lesson plans, mark and correct students' work, participate in staff meetings, provide guidance and counselling, and engage in extracurricular activities like sports and games are some of the factors that can be used to evaluate how well a teacher is doing their job, according to him.

In the context of this study, teacher job performance will be perceived to mean: - Attendance to students, the regularity of teachers on duty, ability to prepare schemes of work and lesson plans in time, timely syllabus coverage, effective teaching, ability to prepare and use relevant teaching aids, ability to use appropriate pedagogical skills, ability to assess and submit assessment scores in time and ability to keep appropriate records.

A number of studies have linked teacher job performance to headteachers' decision making strategies (Sharouk et al, 2018 and Hafiza& Zia, 2020). It is generally known that since the headteachers are at the centre stage of school management, they are always involved in decision making as one of their core management practices. Such decisions may defer depending on personality, and circumstances and have a direct bearing on the teacher job performance. This study therefore seeks to examine the influence of headteachers' decision-making strategies on teacher job performance.

In the view of Durai (2015), decision making is a very important management function and one primary responsibilities of education managers. In his opinion, decision making strategies differ depending on individual leaders and situations. This therefore implies

that headteachers as education managers involved in decision making must vary their decision-making strategies depending on the situation, in order to improve teacher job performance.

Azia et al (2020) carried out an exploration study using a sample of 960 teachers to find out decision making strategies of headteachers in secondary schools in Punjab in Pakistan. The finding revealed that several decision making strategies like rational, intuitive dependent, avoidance and spontaneous used by headteachers. Results also indicated that rational decision making was the most commonly used.

As pointed out by Tranfox (2010), though teacher involvement makes curriculum implementation and monitoring easy some headteachers take decisions single handedly, yet they want teachers to implement them. Resistance to orders and poor job performance has thus been the consequence Perry (2011).

Despite its central role in the success of individual students and school success, empirical evidence has shown that teacher job performs is still an issue of great concern in many countries. For instance, studies in Nigeria (Plank, 2011 and Uba&Oluchi, 2013) indicate that teacher job performance has become an issue of public concern as reflected in students' academic achievements in national examinations. In their view, secondary school students are deficient in learning and character, which they attributed to failure in teachers 'role.

Relatedly, a similar situation in was reported in Somali, in Puntland state. According to Hussein, Muturi, and Samantar (2018), effectiveness of teachers is still an issue of much concern despite the community involvement and support reflected in poor teaching methodology, thus positively impacting the quality of education service provided. This is supported by the Education Sector Strategic Plan (2017-2021) that points out limited teacher knowledge, as a key cross-cutting challenge affecting their performance in secondary schools in Garowe- Puntland

The problem of poor teacher job performance is also highlighted in several studies in East Africa. For instance, the findings in the study carried out by Wilson (2017) in Trans Nzoia West Sub-county in Kenya revealed low teacher performance which he attributed to limited teaching experience, much workload, low salaries, and allowances. Additionally, in the study carried out by Ogundenle and Olarewaju (2014) in Nigeria, it

was found out that many teachers were not performing their duties as expected reflected in irregularity, dissatisfaction with their jobs, and therefore merely occupy students in class without effective teaching when they go to school.

Making judgments is a challenging process that calls for a broad spectrum of skills and knowledge. This is a necessary skill in the job, particularly for individuals who want to become great managers. This explains why decision-making is an essential part of modern management. It truly is the cornerstone of management in any organization since poor decisions made at the wrong time compromise effectiveness. Olcuma and Titrekb (2015) pointed out that rather than being a simple, one-time event, a decision is the outcome of a complex social process that usually takes place over a considerable amount of time. It includes a variety of tasks and components, such as recognizing a problem and quickly figuring out the appropriate remedies.

Making decisions is a process that seeks to prevent or solve issues while also changing an organization. Adair (2012) lists the following steps in the decision-making process: recognizing the problem, gathering data, formulating practical solutions, reaching a decision, carrying it out, and evaluating the result. Dietz (2013) posits that prudent decision-making optimizes the welfare of those impacted, even in situations where information and resource constraints must be considered.

Like any other organization, a school must be well-considered and its judgments done correctly if it is to be too successful. The administrators have always had the exclusive authority to make decisions in the majority of schools, if not all of them. This is due to the historical perception held by administrators in the majority of schools and even other organisations that laborers' or teachers' participation is neither necessary nor rightfully warranted. A teacher's responsibility never extended beyond managing the classroom, overseeing students' conduct on a regular basis and their academic progress. Traditionally, school administrators including head teachers and principals were in charge of topics relating to the school outside of the classroom, such as policy planning and decision making (Lin, 2014).

According to Rice and Schneider (2012), there is historical precedent for the emphasis on teacher participation in decision-making. Similar to many other countries, Zambia

has long had a desire for teacher engagement in decision-making. Shared decision-making is not a novel idea in education, according to Steyn (1998), who was quoted by Mpungose (1999). Additionally, according to Mpungose, educators discussed and promoted teacher empowerment during the 1970s and 1980s.

Sometime around the middle of the eighteenth century, Chester Bernard, a former telephone executive and author of "The Functions of the Executive," moved the term "decision-making" from the public administration lexicon into the business sector. It began to replace more precise phrases like "resource allocation" and "policy making" there (Buchanan, 2016). Managers' perceptions of their work changed when that word was added, and they regained their resolve and feeling of purpose. "Decision" denotes the end of delirium and the beginning of action.

Bernard, along with other theorists like as James March, Herbert Simon, and Henry Mintzberg, laid the foundation for the study of managerial decision making. Therefore, the academic study of decision-making combines mathematics, political science, economics, psychology, and sociology. Philosophers think about how our decisions affect our identity and values. Historians examine the choices made by leaders throughout critical junctures. Studies on Organizational Risk The more practical objective of assisting managers in achieving superior outcomes is where behavior arises. Thoughtful decision-making does not guarantee success, but this kind of pragmatism pays dividends. Due to increased risk management sophistication, a better understanding of human behavior, and technological improvements that support cognitive processes, decision-making has improved in many situations (Albert, 2016). The advancement of methods for making decisions has not always been a straight line toward perfect rationalism. Over time, we have come to terms with the psychological and contextual constraints that affect our ability to make better decisions. A state of "bounded rationality" is what some decision authorities claim reduces decision makers to when faced with complex issues, limited time, and inadequate mental processing power. Some argue that if people had access to enough information, they would make economically sound decisions; Herbert A. Simon's Administrative Behavior theory of decision-making (2011), which examined the decision-making processes of administrative organizations, lends support to this claim. The author argues that as decision-making is at the heart of administration, the terminology used in administrative theory must be derived from the psychology and logic of human choice. He made an effort to present a scientifically grounded description of administrative

organizations. The idea of an all-knowing "economic man" who could decide what would be most beneficial was rejected by the author. Instead of maximizing his decision-making effort, he preferred to replace the idea with that of the "administrative man," who maximizes efficiency. According to the author, there is no one ideal course of action or method of management. He firmly believed that because subjective human factors influence the decision-making process, the decisions we make are just adequate. Consequently, the author came to the conclusion that rather than "maximizing," which is the right choice, we choose "satisfying" decisions since they are sufficient. The idea of "Bounded Rationality" supports this. The concept of bounded rationality holds that people's ability to make rational decisions is constrained by the knowledge at their disposal and the cognitive capacities of their minds.

It was around 1980 that America began experimenting with participatory models and procedures for decision-making (Mpungose, 1999). Australia, aside from the United States, achieved significant progress in the 1990s in instituting procedures for decentralization, devolution, and participation in decision-making (Chapman et al., 1995). Subordinate engagement in decision-making has long been the cornerstone of educational reforms in African countries such as Tanzania and Mozambique, according to Mosege and Van der Westhuizen (1997), referenced by Mpungose (1999).

According to Mwamba (2009), the Ministry of Education (MOES) in Uganda started the process of democratizing education by asking teachers to participate in decision-making by 1991. Mwamba adds that the idea that democratic principles should direct the creation and application of policies served as the driving force behind this choice. Teachers are now somewhat involved in the process, even though years ago they were denied the ability to apply school policies and were kept out of the decision-making process by administrators.

They are no longer merely passive practitioners; instead, they are now engaged participants. Not only may teachers now make decisions for the classroom, but they can also make decisions about administration. Nowadays, they take part in decisions made by the school about areas other than the curriculum, including textbook selection, learning assessments, student placement, staffing levels, and professional development (Lin, 2014).

The degree of engagement appears to be minimal, even if teachers are represented in financial decisions, despite the fact that they are involved in the majority of decision-making. A key element of school-based management reform has been demonstrated

by researchers like Newcomb et al. (1997): teacher participation in financial choices. But, school-based management reform has primarily affected non-financial decision-making areas of school operations in the majority of schools. Teachers may get alienated or misunderstood by school administration since they are rarely given the chance to participate in important decisions, according to Lin (2014).

According to Lin, instructors were supposed to delegate authority to those who could make important decisions regarding the school when teacher empowerment emerged. There are other names for the concept of including teachers in decisions made at the school level, but participatory decision-making is thought of as a component of shared leadership. A number of academics have examined teacher empowerment as a notion connected to teachers' involvement in decision-making, including Kahrs (1996), Marks and Louis (1997), Reitzug (1994), Rice and Schneider (1994). Teacher empowerment is the idea that instructors have more internal power in their roles, whereas participatory decision-making is a system or organization.

It is often known how important the head teacher's role is and how it affects joint decision-making. Research on the socialization elements—both personal and professional—that are connected to head teachers' evolving views on shared governance and leadership was called attention to by Blase and Blasé (2000). The majority of the literature on participatory decision-making has been devoted to the examination of teachers, depending on their own accounts of their opinions and experiences with the process while ignoring the head teacher's perspective. According to Somech (2002), the goal of incorporating teachers in participatory decision-making is to enhance the calibre of decisions made by the school and the efficiency with which it accomplishes its objectives. Thus, it is advantageous that managers at schools possess sufficient understanding of when and how to include teachers in decision-making (Maritim, 1988). When head teachers actively promote or at least encourage participatory decision making, it blossoms. This is evident when one looks more closely at the connection between head teachers and teachers. It is evident that head teachers are thought to be the most powerful people and that they set the standard for interactions between instructors and themselves. Since teachers are a vital resource for the success of every educational system in every country, it is also evident that teacher job performance has become a global concern.

Head teacher decision-making and teacher job performance have been the subject of several empirical research (Cheruto and Kipteoch, 2011; Ogundenle and Olare, 2014;

Hussein, Maturi&Samantar, 2018 and Zia, 2020 and Gaopalelwe&Makombe, 2020). Nevertheless, because these studies have been done elsewhere, Bulambuli District has not received much attention. Therefore, the goal of this study was to close the current gap. This is the context in which the researcher planned to conduct the investigation.

1.2 Statement of the Problem

The quality of teacher job performance was a key determinant in achieving the educational goals of any nation, yet in Bulambuli District, significant performance issues persisted. The Government of Uganda, through the Education Act (MoES, 2007), had established boards of management in government-aided schools to support teacher performance. Schools were instructed to involve various stakeholders in decision-making, including teachers, to enhance job performance through flexible, consultative, and inclusive practices (Mosha, 2018; Amos et al., 2021). Studies affirmed that effective management practices, particularly headteachers' decision-making strategies, were vital for overall school performance (Bryk et al., 2010; Leithwood et al., 2004). However, empirical data from Bulambuli District revealed persistent challenges in teacher job performance despite these directives.

According to the Bulambuli District School Inspection Report (2021), teachers demonstrated irregular attendance, tardiness, poor lesson preparation, limited lesson delivery, inadequate student assessment, and insufficient discipline management. The report indicated that only 15% of the anticipated instructional periods were covered, with fewer than 10% of lesson plans completed, and counseling services for students were virtually non-existent. Evidence from research suggested that such poor job performance, if left unaddressed, could hinder student achievement and the overall effectiveness of the educational system (Cheruto&Kipteoch, 2011; Ogundenle&Olarewaju, 2014; Hussein et al., 2018).

The impact of headteachers' decision-making strategies on teacher job performance had been explored in various contexts. Bryk et al. (2010) found that headteachers who employed participative decision-making fostered a more positive work environment, improving teacher satisfaction and job performance. Similarly, Leithwood et al. (2004) demonstrated that transformational leadership behaviors, such as involving teachers in decision-making, contributed significantly to enhancing teacher job performance. In addition, Lunenburg and Ornstein (2011) highlighted supportive leadership as

another key strategy where resources and support provided by school administrators improved teachers' instructional effectiveness.

Despite the government's interventions and directives, declining job performance in Bulambuli District suggested that headteachers' decision-making strategies may not have adequately influenced teacher performance, potentially due to unique socio-cultural and organizational dynamics. The pressing need to investigate this problem further stemmed from the substantial impact teacher job performance had on educational outcomes; if the trends continued, the district's educational system risked further decline. Thus, this study sought to explore the influence of headteachers' decision-making strategies on teacher job performance in Bulambuli District.

1.3 General Objective

The general objective of the study was to investigate the effects of headteachers' decision-making strategies on teacher job performance in selected secondary schools in Bulambuli district.

1.3.1 Specific Objectives

i. To examine the effects of headteachers' use of analytical decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district.
ii. To examine the effects of headteachers' use of command decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district.
iii. To examine the effects of headteachers' use of collaborative decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district.

1.4 Research Questions

i. What are the effects of headteachers' use of analytical decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district?
ii. What are the effects of headteachers' use of command decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district?

iii. What are the effects of headteachers' use of collaborative decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district?

1.6 Scope of the Study

The study scope was considered under geographical, content and time scope.

1.6.1 Geographical Scope

The eastern Ugandan district of Bulambuli served as the study's location. The districts that encircle Bulambuli District are Bulambuli in the south, south-east, and south-west; Kween in the north-west; and Kapchorwa in the north and north-east. Bulambuli was selected because a large number of its schools are situated in remote locations, making it difficult for teachers to regularly and punctually attend class. There are sixteen secondary schools in the Bulambuli district; ten of them are government-aided and six are private. This study's scope was restricted to government-aided schools.

1.6.2 Content Scope

The study focused on how head teachers' decision-making techniques, which were thought to be analytical, command, and collaborative impacted on teachers' job performance, as measured by their regularity, punctuality, and effectiveness in creating lesson plans, work schemes, lesson notes, assessments of students, and timely student feedback, among other duties.

1.6.3 Time Scope

The last three years, or from 2020 to 2023, were taken into consideration. This period of time was thought to be sufficient for studying this component of teacher performance. Nationwide teacher sit-down strikes have also marked the era, which has hindered their ability to execute their jobs effectively.

1.7 Significance of the Study

The Policy Maker: the findings of this research study would be important for the policy developers to establish the loopholes in the existing policies on teacher job performance so that they can identify the gap and address it as required.

Headteachers: It is envisaged that the findings from the study was to help the head teachers in reflecting on the current decision-making practice and adopting

appropriate decision-making strategies with a view of improving teacher job performance.

Teachers: the research study findings were to guide teachers on effective implementation of school activities and programs.

Academicians: It was to provide and enrich existing literature on constructs under investigation to form a basis for further research

1.8. Definition of Key Operational Terms

1.8.1. Teacher Job Performance

According to Andrea M (2022), teacher job performance refers to a set of actions, attitudes and behaviors in the teaching-learning environment that results in achieving goals of learners, while Jex& Britt (2018), defines teacher job performance as all behaviors in which teachers engage in to achieve set targets.

1.8.2. Decision Making

In order to arrive at an alternative that is deemed appropriate for a given situation, rational decision-making from two or more possibilities is employed in this basic pattern of actions related to administrative functions inside an organization. (2015) Ejimabo.the act of selecting a course of action after deciding what to do, acquiring information, weighing your options, and making your decision.

1.8.3. Analytical Decision-Making Strategy

Dewey, J. (1897), emphasized the importance of reflective thinking in the Analytical Decision-Making Strategy. This approach involves thoughtful consideration of the problem, gathering relevant information, examining different perspectives, and actively reflecting on the potential consequences of each alternative before reaching a decision.

1.8.4. Command Decision Making Strategy

Hargreaves, A., & Fink, D. (2005), refers to the process and approach used by commanders or leaders in military or organizational settings to make critical decisions that affect the overall mission or operation. This strategy involves gathering

information, assessing the situation, considering available resources, evaluating risks, and issuing orders or directives to achieve the desired objectives.

1.8.5. Collaborative Decision-Making Strategy

A decision-making process that combines input from all stakeholders and making the best choice John and Wasie (2014).

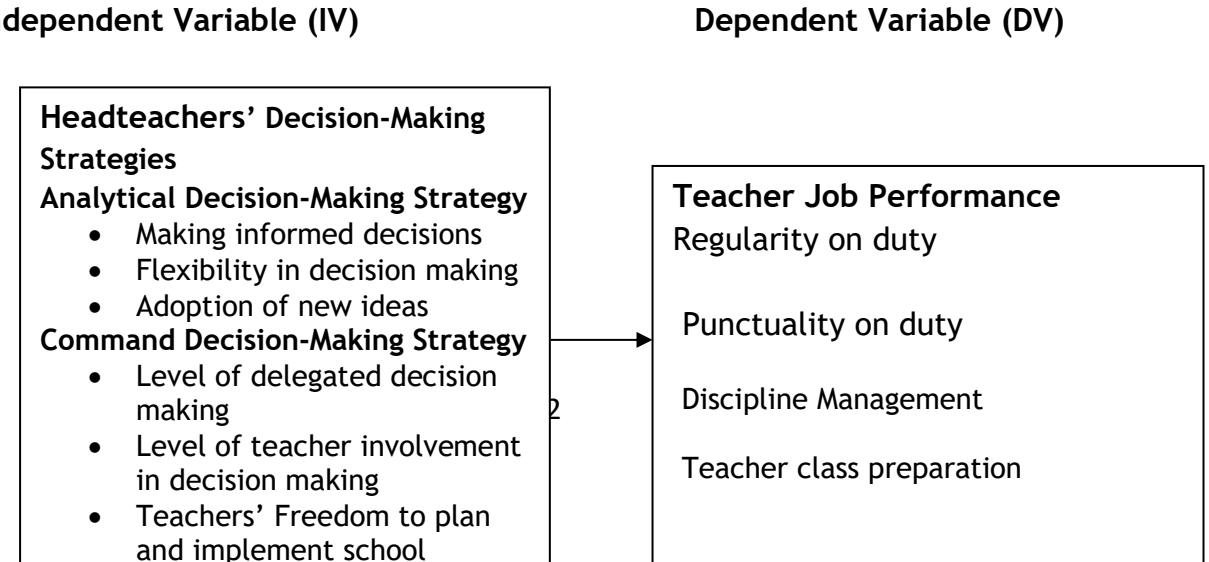
1.9 Justification of the Study

Teacher motivation and productivity are significantly impacted by the decision-making methods of head teachers. Anecdotal evidence seemed to indicate that secondary school teachers in the Bulambuli district are still not performing up to par, while empirical evidence demonstrates that a great deal of research has been done on decision-making and teacher job performance; the majority of these studies (Abubakar et al., 2019; Azia et al., 2020; Hafiza et al., 2020) were conducted outside of the country; however, the researcher was unable to locate any studies that focused specifically on headteachers' decision-making strategies and teacher job performance in the Bulambuli district. Therefore, the goal of this study was to close the current gap.

1.10 Conceptual frame work

The relationship between the independent andthe dependent variablewasindicated by the conceptual underneath the frame work.

Figure 1.1 Conceptual Frameworks



Source: - Developed by the researcher basing on Mukwana and Matovu (2017)'s conceptual Framework.

The conceptual framework in figure 1.1 illustrates to the interconnectedness between the independent and dependent variables. It is based on the assumption that teacher job performance in selected secondary schools in Bulambuli district is influenced by headteachers' decision-making strategies.

1.11Limitation of the study

Respondents have shown resistance, particularly when it comes to answering questions promptly. Some have been unable to do so out of concern that their data might be misused for private gain.

Another issue that prevented me from visiting all of the schools in Bulambuli was the schools' geographic location, as some of them were difficult to travel to.

Another major issue I was having was money because I was finding it difficult to satisfy the requirements of the research, particularly printing out the questionnaires and getting to various schools.

CHPATER TWO

LITERATURE REVIEW

2.0 Introduction

In this section, related literature captures the theoretical review as well as the review on empirical studies in journal articles, internet sources. Some gaps were identified to justify this study. The literature was categorized following major topics pertaining to certain goals.

2.1 Review of Theory

In this section relevant theories have been reviewed. The study was underpinned by Bounded Rationality Decision Making Theory and Vroom-Yetton Decision Making Theory.

2.1.1. Bounded Rationality Decision Making Theory

American economist and popular scientist Herbert A. Simon, well-known for his significant contributions to psychology, statistics, and mathematics, proposed this idea in 2022 (Simon, 2022). According to his theory, selecting between multiple options for action involves deciding between taking and not taking action. Since no course of action can encompass all available knowledge, Simon noted that there is rarely a single best option in the workplace (Simon, 2022). Instead, there is always the possibility of a better choice, leading people to make "good enough" decisions rather than pursuing the best possible ones (Simon, 2022). This suggests that decisions are made based on current circumstances and judged as appropriate for them, rather than following a pre-determined plan applicable to every situation. Simon's theory emphasizes that bounded rationality prevents individuals from seeking fully rational decisions, pushing them toward contingent decisions that address specific, present circumstances (Simon, 2022). This theory is closely related to the Vroom-Yetton model, also developed in 2022 (Vroom &Yetton, 2020).

2.1.2. Vroom-Yetton Decision Making Theory

This theory was developed by Victor Vroom, a business management professor, in collaboration with Philip Yetton (Vroom &Yetton, 1973). The theory is based on the notion that there is no perfect process for decision-making; rather, the existing situation determines the appropriate decision to be taken (Vroom &Yetton, 1973). The theory employs a yes-or-no approach, suggesting that asking questions can guide one to effective decisions. The strength of this management theory lies in its flexibility, making it applicable for individuals at any organizational level to use in decision-making (Vroom &Yetton, 1973).

2.1.3. Modeling and Assessment of Work Performance Theory

Campbell's (2012) revisions to the Modeling and Assessment of Work Performance Theory underpinned teacher job performance. Campbell created a hypothesis that described the latent structure underlying the fundamental elements of each person's job performance (Campbell, 2012). Peer team leadership performance, peer/team member management performance, supervisory (leadership interpersonal effects process), technical performance, communication, initiative, persistence and effort, and counterproductive work behavior (CPWB) were identified as fundamental elements (Campbell, 2012).

In his view, Campbell (2012) argued that all jobs and work roles had technical performance requirements that varied substantially depending on the level of complexity and difficulty. According to this perspective, teachers were expected to possess technical performance requirements related to their job roles, meeting these requirements to effectively handle their responsibilities (Campbell, 2012).

The second aspect of Campbell’s Assessment of Work Theory related to communication, which involved the proficiency with which one conveyed information in terms of clarity and organization, both orally and in writing, across work roles (Campbell, 2012). This aspect applied to teachers' job performance, as effective communication was essential for successfully delivering curriculum content (Campbell, 2012).

Concerning initiative, perseverance, and effort, Campbell (2012) proposed that evaluating employees' performance should include observable behaviors, such as working hours and voluntarily taking on extra activities outside of assigned duties. In this study, the effectiveness of teachers in carrying out additional activities beyond classroom duties was considered an indicator of job performance (Campbell, 2012).

Campbell's theory also considered counterproductive work behaviors (CPWB) as individual actions or behaviors controlled by the individual but positively impacting organizational goals (Campbell, 2012). In this study, this aspect related to teachers potentially acting counterproductively in ways that could hinder the achievement of intended aims and objectives (Campbell, 2012). Thus, individual actions and behaviors were crucial in influencing teacher job performance, potentially impacted by headteachers' decision-making strategies (Campbell, 2012).

The theories above were chosen for their connectivity and relevance to the study. While the first two theories related to school administrators' decision-making, the third focused on teacher job performance (Campbell, 2012). The initial theories addressed how school administrators should make decisions based on situational factors, necessitating the application of different decision-making strategies by headteachers, whereas the third theory emphasized measures of teacher job performance in the workplace (Campbell, 2012).

2.3 Effects of Analytical Decision-Making Strategy and Teacher Job Performance

Extensive literature existed regarding analytical decision-making, with several views concerning its meaning, pros, and cons of this strategy in workplaces. For instance, Neil (2018) viewed this as an approach in which a leader made important decisions based on the available data and information, involving a deliberate and thoughtful approach to decision-making. This strategy had several strengths, including minimizing potential wrong decisions, enhancing transparency, and promoting well-thought-out decisions due to dependence on data and information, as well as continuous improvement. However, Neil also observed that using this decision-making strategy led to delayed decision-making and frustration among team members due to postponed actions. Generally, it was noted that since this strategy had both strengths and drawbacks, it was important for education managers to use it depending on the existing circumstances to address specific management issues.

Nicole (2018) agreed with Neil's observation that the analytical decision-making strategy considered the available data and relevant information. This observation was also supported by Aimee, Lombardo, and Sicilia (2018), who noted that analytical decision-making involved careful analysis of the available data and information to determine the best solution to a problem. They asserted that under this strategy, the decision-maker was open to allowing data and new information to make informed decisions without bias; thus, they were adaptable but retained control of the process.

Zia (2020) conducted a study in Punjab, Pakistan, to explore the decision-making styles used by headteachers and the effect of gender on decision-making. The findings indicated that different decision-making styles were employed by headteachers, revealing that female headteachers used more analytical decision-making strategies than other strategies. However, their study was exploratory in nature and used chi-square to analyze the data. The current study was conducted in Bulambuli, Uganda, and employed a cross-sectional survey design, thereby filling the contextual and methodological gaps.

According to Janey (2017), it was important for leaders to know when to use a particular strategy. In her opinion, analytical decision-making increased teamwork and team culture, enabling leaders to employ the right strategy in addressing specific situations. Lombardo's opinion was similar when she observed that analytical decision-making involved careful analysis to determine the best solution to a problem and allowed for exploration of multiple options (Zuzana, 2016).

2.4 Effects of Command Decision Making Strategy and Teacher Job Performance

According to Aimee et al. (2018), decision-makers who used command or directive decision-making styles did so through a rational autocratic style that led them to rely on their own judgment, expertise, and experience to determine which option was better. They noted that leaders employing this strategy based their decisions on previous experience and knowledge of the situation without seeking additional information.

In a study by Bikimane, Gaopalelwe, and Makambe (2020), the authors examined the conceptual models of authentic leadership style and autocratic and democratic decision-making models to determine the impact of these styles on teacher motivation among a sample of 85 teachers in selected primary schools in Botswana's southeast.

The researchers used Pearson product-moment correlation to assess the relationship between teacher motivation and leadership decision-making style. The results indicated a positive significant association between motivation and authentic leadership, while a positivesignificant correlation was found between teacher motivation and authoritarian leadership. It was concluded that authentic leadership fosters a good relationship between teachers and headteachers. Their study focused on investigating the relationship between teacher motivation and command decision-making. In contrast, the current study used regression analysis to examine data and analyze the effect of various decision-making processes on teacher performance. A study conducted by Hafiza et al. (2020) on managers' decision-making styles indicated that the autocratic leadership style was the most commonly used decision-making style. However, this study was based on managers in public universities in Punjab. The proposed study was carried out in Bulambuli District, Uganda, using a sample of secondary school headteachers and teachers, thus aiming to fill contextual and respondent gaps.

In Neil's (2018) view, several managers made decisions based on the information available or their own judgment without necessarily consulting others. He opined that the command decision-making strategy was critical since it was task-focused, result-oriented, and rational-logical. This was deemed essential when making short-term decisions quickly, implying that this type of decision-making strategy was very important in circumstances where other strategies could not be applied.

Cheruto, Kipkoech, and Salome (2011) used a cross-sectional survey methodology to investigate how teachers participated in decision-making in Kenyan secondary schools. The results showed that only lower levels of decision-making involved teachers, leading to the recommendation that more stakeholders should have been included in the process. However, their study evaluated the levels and domains in which teachers were active in a distinct geographic setting, with department heads also participating as respondents. In contrast, the current study involved teachers and headteachers as respondents, conducted in Uganda's Bulambuli area, resulting in different methods and environments.

A study conducted by Ndifuna et al. (2009) investigated the degree of teacher involvement in decision-making in Kenya. It was suggested that instructors should

participate more in decision-making since, although they were involved, their participation was not adequate. Nonetheless, this study used an ex post facto design. Therefore, the current study employed a different methodology, utilizing a cross-sectional design.

2.5 Effects of Collaborative Decision-Making Strategy and Teacher Job Performance

In addition to providing a framework for problem-solving, collaborative decision-making, according to Rodger and Bilbo (2021), enhanced children's performance and achievement for teachers, parents, students, and the community. It encouraged best practices in problem-solving, teamwork, and adult and student learning to achieve desired results. Why CDM? emphasized prevention rather than remediation, matched children's needs to relevant and effective interventions, encouraged staff and parent participation in the classroom, and adapted teaching strategies based on data and progress monitoring.

To investigate the roles of secondary school headteachers in providing high-quality education in Uganda, Kaziba and Mpaata (2019) conducted a study. The results showed a strong correlation between teacher performance and headteacher involvement, with implications for teachers' participation in decision-making processes and how it affected their output. Professional cooperation, in the opinion of Wasiamson and Blackburn (2018), was essential to the success of every school. They believed that deliberate collaboration with instructors resulted in better judgments that received more support and were more likely to be implemented. They suggested that this should become a regular aspect of school operations to incorporate more viewpoints, make better decisions, and boost teacher empowerment, happiness, and ownership of the school's aims and goals.

In Meader's (2018) view, headteachers who regularly involved their staff in the decision-making process found it very useful for transforming their schools. He recommended that this should become a regular mode of decision-making to make schools more effective. He believed that headteachers should "invest" in the opinions of others, understanding that they did not have all the answers themselves. Not only did collaborative decision-making enable teachers to own decisions, but it also relieved

leaders from being individually held accountable. Therefore, it was important for headteachers to consult others for better, more inclusive decisions.

Uba and Oluchi (2013) studied the relationship between decision-making and work satisfaction and performance in Abia State, Nigeria. The findings indicated that while teachers participated in the decision-making process, some decisions were not implemented by the school administrators, which improved teacher satisfaction and performance in junior secondary schools. It was discovered that there was no discernible difference between teachers' involvement in decision-making processes and their work output. The study recommended that principals involve and implement teachers' decisions to enhance their job performance. This implied that collaborative decision-making was essential in minimizing conflicts. According to Okunamiri and Uba-Mbibi (2011), the failure to involve teachers in critical decisions that affected them created tension and conflicts in schools due to potential resistance when teachers were only included at the implementation level without their input in decision-making.

2.6 Teacher Job Performance

Anishu et al. (2020) conducted a study on factors affecting teacher productivity in Pakistan. Their findings revealed that teacher productivity was influenced by job satisfaction, compensation, competency, ability, organizational climate, work ethics, teacher creativity, and education and training. In their study, teacher productivity was measured in terms of timely work accomplishment, planning, implementing, and student assessment. However, their findings were based on a literature review rather than primary sources. Additionally, their study primarily focused on specific aspects, thus creating a gap that the current study sought to fill.

In the view of Lakkala, Ilomaki, and Kantosalo (2011), teacher job performance was measured in terms of different tasks, activities, and practices that guided effective teaching and learning. They pointed out that these practices included preparing schemes of work in time, lesson planning, making lesson notes, and preparing relevant teaching aids; setting written and practical tests in time; conducting student evaluations; providing timely feedback to students after assessments; and conducting remedial interventions. Teachers who carried out these tasks in a timely manner were considered effective in performing their duties.

Ezeugbor, Onyali, and Okoye (2018), as cited by Egboka (2018), also examined teacher job performance as the commitment to their duties in school at a given time aimed at achieving school goals. Egboka considered teacher job performance to refer to the level of commitment to teaching and professional discipline. He viewed teacher performance in terms of how well teachers performed professional tasks and other assigned responsibilities to achieve school goals. Egboka (2018) highlighted attendance in classes, lesson preparedness, and the ability to deliver subject content as some parameters of teacher job performance.

On the other hand, Nnebedum and Akinfolarin (2017) identified indicators of teacher job performance as the ability to achieve good student academic performance; knowledge of subject content; organized lesson presentation; good class organization, management, and control; participation in school curricular activities; regular attendance; punctuality; good relationships with students and administrators; discipline; motivating and counseling students; and adherence to professional codes of conduct. Headteachers should, therefore, ensure that teachers are adequately prepared to conduct lessons properly, participate in co-curricular activities, be punctual, exhibit good professional discipline, and offer counseling services to students if they are to be considered effective in performing their duties.

According to Akiri and Ugborugbo (2009), teacher performance was vital for good service delivery in the school setting. They opined that poor performance on the part of teachers compromised quality and led to undesirable learning outcomes. Their view was that the quality of education depended on the quality of teacher service delivery.

Egboka and Ndidi (2018) also supported this view. In their opinion, teachers represented an important human resource whose performance was critical in achieving the intended learning outcomes of any school system. This implied that those involved in education management should ensure that teachers performed their duties as expected to achieve good learning outcomes and realize both school and general education goals, which depended on good decision-making.

Meanwhile, Malunda, David, and Oonyu (2016) posited that teachers were major stakeholders in the education system. They believed that the importance of teachers lay in managing both students and subjects, monitoring students' progress, and providing guidance services under the supervision of headteachers. This implied that

good decision-making by headteachers was necessary for enhancing teacher performance. In the opinion of Sophie, Etomes, Enerst, and Molua (2018), headteachers were largely dependent on their teachers to achieve school goals since teachers formed a connection between students and school administration. Establishing a good and strong link between headteachers and teachers built a robust school system that provided quality services to students.

In a study carried out by Mulokozi (2015) in Dar es Salaam, Tanzania, it was discovered that many teachers were moonlighting and not performing their tasks as expected. Using a population of 205 teachers, Mulokozi employed questionnaires and interviews as data collection tools and found that teachers were engaged in various activities that reduced their commitment to their jobs. He also pointed out insufficient salaries, lack of additional incentives, and double shifts as some causes of poor teacher performance. Overall, the findings revealed that teacher moonlighting positively affected their performance.

Conclusion

Findings from the reviewed literature revealed that, while previous research had been conducted on decision-making and teacher performance, very few studies had attempted to link the two variables. Some of these studies focused on decision-making and other variables, thus creating knowledge gaps (Uba&Oluchi, 2013). Additionally, many of these studies were carried out in different geographical contexts (Cheruto, Kipkoech, & Salome, 2011; Ndifuna et al., 2009; Bikimane, Gaopalelwe, &Makambe, 2020). Moreover, many of them exhibited methodological gaps that the current study sought to address (Bikimane, Gaopalelwe, &Makambe, 2020; Cheruto, Kipkoech, & Salome, 2011).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the methodology that was adopted in carrying and conducting the study. It contains the research design, study population, sample size, sampling techniques, data collection tools, data collection procedure, data quality control methods, techniques of data analysis that was used and ethical issues that was observed.

3.1 Research Design

A mixed approach with a cross sectional survey research design was adopted which involves the use of more than one approach to or method of research design, data collection or data analysis within a single program of study (Mugenda&Mugenda, 2014). The researcher used this design because the study involved different categories of respondents selected from different secondary schools in Bulambuli District. According to Creswell (2012), this design is helpful in studies that involve collection of data from several categories of respondents. A mixed approach was adopted in order to allow the researcher to use both quantitative and qualitative research approaches and data collection tools. In the view of Bamberger (2022), mixed research methods allow comprehensive analysis of data and integration of findings.

3.2 Study Population

Amin (2005) defines the study population as the entire group of individuals who are relevant to a particular study. A target population of 116 individuals was employed, consisting of 104 teachers, 6 directors of studies, and 6 head teachers. The inclusion of head teachers, directors of studies, and teachers in the study population was based on their relevance to the research. Teachers are implementers of the curriculum, Directors of studies oversee curriculum implementation and school programs, while instructors manage staff and make decisions regarding the day-to-day operations of the school. These are therefore considered to possess relevant information regarding the decision-making processes employed by head teachers and the performance of instructors in the classroom.

3.3 Sample Size

Amin (2005) defines a sample as the subset of respondents chosen from the target population. It is a subset of the population from which conclusions about the total population can be drawn. Using the sample size determination table from Krejcie and Morgan (1970), 97 respondents were chosen as the sample size from the entire population.

Table 3:1 Target Population, Sample Size, and Sampling Techniques

Category	**Population**	**Sample Size**	**Sampling technique**
Head Teachers	6	6	Purposive
DOS	6	6	Purposive
Teacher	104	85	Simple random
Total	**116**	**97**	

Source: Bulambuli District Education Records (2022)

The information presented in Table 3.1 shows the target population, sample size that was selected from each school.

3.4 Sampling Techniques

Census survey and simple random sampling techniques were used to obtain the required sample.

3.4.1 Purposive sampling

Purposive sampling techniques also known as judgmental, selective or subjective sampling techniques (Amin 2005), head teachers and directors of studies were purposively sampled because of their limited number and exclusive understanding of the phenomena. Their knowledge and understanding made the study a successful, given that their participation was prearranged because of their busy schedules. The researcher used this method in order to get specific and rich information from key informants and for this case, the information was qualitative. According to Amin (2005) suggests that purposive sampling is suitable to select individuals within the sample who have specialized information or experiences about the study problem by virtue of their managerial position or related specific attributes possesses relevant to the study.

3.4.2 Simple Random Sampling

This is a type of probability sampling in which the researcher randomly selects a subset of the participants from the population, with each having equal chance of participating in the study (Lauren, 2020). This technique was used in the selection of teachers. It was used to ensure that all in the selected schools are given equal chances of participating in the study (Oso&Onen, 2008). Fish bowl method was applied in selecting respondents. Papers baring ticks and others crosses were placed in the box and respondents were requested to select one. Those who selected papers with the ticks were considered to participate in the study.

3.5 Data Collection Instruments

These are instruments used to collect information on identical items from respondents. The questionnaire and interview guide were used to collect data on headteachers' decision-making strategies and teacher job performance. Use of these tools was enabling the researcher to collect both quantitative and qualitative data from respondents.

3.5.1 Questionnaire

A tool for gathering data from respondents is a questionnaire, which is made up of a list of questions Abawi (2014).The teachers were asked to self-administer a closed-ended questionnaire in order to provide quantitative data. Because the questionnaire was so successful at gathering a lot of data from a lot of respondents in a short amount of time, it was used (Kothari 2005). It was containing 4 questions in section A on demographic characteristics of respondents,7 questions in section B analytical decision making, 6 questions in section C on command decision making, 7 questions in section D on collaborative decision-making strategies, while section E contained 7 questions on Teacher job performance. Responses were measured according to a 5 Likert scale of strongly agree, agree, not sure disagree and strongly disagree.

3.5.2 The Interview Guide

The interview guide was employed to gather qualitative information from study directors and head teachers. The data was narratively summarized by the researchers for each objective. To achieve this, descriptive paragraphs that reflected responses and observations from the data gathering step had to be written. In order to highlight

important ideas and topics, these narratives frequently used direct quotes from participants. The story offered background and interpretation in addition to presenting the participants' statements. The backgrounds of the participants, the environment in which the data was collected, and other elements that might have affected their answers were all examined. The unstructured questions in the interview guide were created with the goals of the study in mind. The instrument was crucial for gathering detailed information about the constructs being studied (Esterberge, 2002), which the questionnaire might not have been able to capture. To determine the differences and similarities in responses, qualitative and quantitative data were triangulated.

3.6 Data Quality Control

Quality of data was controlled by ensuring validity and reliability of data collection tools.

3.6.1 Validity of the Research Instrument

The degree to which a research instrument measures what it is supposed to measure is referred to as its validity (Amin, 2005). Before using the tools for data collection, question items were developed under the guidance of the supervisor and subjected to the independent expert judgment of two experts in the field of educational administration to ensure construct and content validity. The following formula was used to obtain the content validity index: -

$$CVI\ \frac{R}{N}$$

Where = Total number of items in the questionnaire

R= Number of items rated as relevant

The CVI of above 0.**5**was recommended by George and Mallery (2003) cited in Kothari (2005) was considered valid

3.6.2 Reliability of DataCollection Tools

The degree to which the research instrument produces the same or comparable results when used on the same respondents at different times under the same settings is referred to as reliability (Heale and Twycross, 2015). A pilot study was carried out using a sample of 20 teachers from other schools that were not included in the study in order to confirm the validity of the research instruments. Version 20 of the statistical program SPSS was used to conduct a pre-test. Cronbach's Alpha, which was used to

assess the tool's reliability, was produced through a reliability test. A Cronbach's Alpha score above the 0.7 threshold, as suggested by Kothari (2004), was seen as a satisfactory degree of reliability.

Table 3:2 Showing Reliability

Variable	**Cronbach Alpha Coefficient**
Analytical decision making	.977
Command decision making	.958
Collaborative decision making	.972
Job performance	.980
Total	**2.915/4 = .728**

3.7 Data Collection Procedure

To present the researcher to the headteachers of the relevant schools, a letter of introduction was obtained from the dean of Uganda Christian University's faculty of education. The goal of the study was sufficiently explained to the respondents. Teachers were asked to give their informed consent in order to take part in the study. In order to participate in the study, respondents were handed questionnaires, which were collected on the prearranged date and time. Headteachers and directors of studies were consulted in order to determine the most convenient time and date for the interviews. There were in-person interviews.

3.8 Data Processing and Analysis

Data analysis is a process systematically applying statistical and logical techniques to describe and illustrate and evaluate data (Tan, 2018), Data analysis plays important role in sorting and compressing the information into a more accurate and relevant form

3.8.1 Quantitative Data Analysis

The computer was programmed to code and store quantitative data using SPSS software version 20. After being verified for accuracy, the entered data was utilized to create frequency distribution tables for inferential statistics and data visualization. While inferential statistics, such as simple regression analysis, were used to ascertain the effect of the independent variable on the dependent variable in order to obtain major findings related to the specific objectives, descriptive statistics of frequencies

and percentages were used to analyze the data and derive specific findings on each question item.

3.8.2 Qualitative Data Analysis

Data collected through the interview guide and documentary review was categorized according to major themes aligned to the specific objectives. Responses and findings were presented in a narrative form under each objective. Qualitative data was used in the triangulation with quantitative data to check for variations in the findings and to supplement quantitative findings. The rigor of qualitative data was ensured through validity of the interview guide and honest reporting of the research finding to increase the confidence in the results obtained.

3.9 Ethical Considerations

The following ethical considerations were noted during the research process: - Respondents' informed consent was obtained, and they were informed of the study's aim. Since the respondents' and the data's confidentiality was ensured, schools were identified using pseudonyms. In order to provide a natural situation, interviews were done whenever it was convenient for the respondents. The sources of the information quoted were recognized, and plagiarism was kept under control.

3.10 Limitations

The researcher encountered a number of obstacles while doing this investigation. The inability to get all of the desired data from respondents resulted in a fundamental limitation: an inadequate sample size for statistical measurement. This was caused by a number of factors, such as some people's incomplete or nonexistent responses. The problem of restricted access to necessary data also affected the study since some possible respondents were reluctant to divulge information because they were afraid of the consequences or were worried about confidentiality. The study's scope was further constrained by time constraints. The complexity and scope of the research procedure were limited by the researcher's limited time to finish data collecting, analysis, and reporting. This restriction made it more difficult to perform follow-up interviews or collect further information that could have improved the results. Due to the dearth of comprehensive prior research on the particular research topic within the selected field, restricted literature presented a challenge. It was challenging to develop a thorough theoretical framework or cite other research to bolster the study

because the researcher had fewer sources for contextual and comparative analysis due to the paucity of previous work. This made it more difficult for the researcher to thoroughly examine and confirm some of the study's conclusions.

CHAPTER FOUR
PRESENTATION AND ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the data collected; the findings of the study looked at the objectives of the study. The study sought to establish the effect of headteachers' decision-making strategies and teacher job performance in selected secondary schools in Bulambuli district. Both the descriptive and the inferential statistical findings presented in form of Tables and graphs are given in this chapter. It also looked at the objectives of the study which are: To examine the effects of headteachers' use of analytical decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district, To examine the effects of headteachers' use of command decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district and To examine the effects of headteachers' use of collaborative decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district. The study on the other hand looked at the research questions which guided the research formulation and they included: What are the effects of headteachers' use of analytical decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district?, What are the effects of headteachers' use of command decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district?, What are the effects of headteachers' use of collaborative decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district. The key variables are: analytical decision making, command decision making, collaborative decision making and Job performance. A multiple regression model is estimated to collaborate the effect of independent variable on dependent variable.

4.1 Response Rate

In addition to conducting interviews with the main informants, the researcher distributed 92 questionnaires to respondents. 85 of the 92 questionnaires were correctly completed and returned, for a response rate of 92.4%. In order to do the analysis of the data gathered for this study, the 92.4 percent response rate was considered significant. This suggested that the data collected was sufficient for analysis and deduction.

4.2 Respondents Demographic Characteristics

This section provides information relating to the respondent's demographic characteristics in terms of gender, age, education level, and experience of respondents in the schools. Data on these variables was collected, presented and analyzed in the tables below;

4.2.1 Gender

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

Table 4.1: Gender of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	56.5	56.5	56.5
	Female	37	43.5	43.5	100.0
	Total	85	100.0	100.0	

Source: field data (2024)

According to the results in the table, there were 37 (43.5%) female respondents and 48 (56.5%) male respondents. The results demonstrate that, in contrast to their female counterparts, men are more readily available to answer questions regarding head teachers' decision-making processes and work performance at any time. This is evident from the fact that the majority of respondents were men.

4.2.2 Age

The study looked at the age of the respondents in terms of years and data collected on this variable is presented in the table below;

Table 4:2 Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Years	3	3.5	3.5	3.5
	30-40 Years	59	69.4	69.4	72.9
	40-50 Years	23	27.1	27.1	100.0
	Total	85	100.0	100.0	

Source: field data (2024)

The results in the above table show that 3 (3.5%) of the respondents were in the 20–30 age range, 58 (69.4%) were in the 30–40 age range, and 23 (27.1%) were in the 40–50 age range. The majority of responders, based on the results, are middle-aged, which suggests that they are more productive.

4.2.3 Education level of respondents

Education level of the respondents were also considered by the study and this was looked at in terms of diploma, degree and, masters. The results obtained are presented in the table below;

Table 1:3 Education of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	25	29.4	29.4	29.4
	Degree	51	60.0	60.0	89.4
	Masters	9	10.6	10.6	100.0
	Total	85	100.0	100.0	

Source: field data (2024)

According to the results in the above table, 25 (29.4%) of the respondents held a diploma, 51 (60.0%) held a degree, and 9 (10.6%) additionally held a master's degree. According to the findings, the majority of respondents held degrees, which suggests that they answered questions regarding head teachers' methods for making decisions

and their work performance because they thought they knew enough to be aware of the study's variables.

4.2.4 Duration of respondents in the schools

The study considered the duration that one had spent in the schools and the findings obtained from the field are presented in the table low.

Table 4:4 Duration of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	21	24.7	24.7	24.7
	6-10 Years	40	47.1	47.1	71.8
	11-15 Years	24	28.2	28.2	100.0
	Total	85	100.0	100.0	

Source: field data (2024)

Results in the table above reveal that 21(24.7%) of the respondents had had spent less than 1-5 year, 40(47.1%) had spent 6-10 years, and 24(28.2%) had spent 11-15 years. The findings mean that majority of the respondents spent a period above 6-10 Years and this period is good enough for one to get conversant with headteachers decision making strategies and teachers job performance in schools.

4.3 Descriptive statistics on Effect of headteachers decision making strategies on Job performance

4.3.1 Analytical decision-making strategy

This section presents data collected and analyzed on the first objective of the study which was to examine the effects of headteachers' use of analytical decision-making strategy on teacher job performance.

Table 4.5 Descriptive statistics on Analytical decision-making strategy

Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	M	SD
In this school the head teacher careful analyses the problems for making decisions	16 (18.8)	28 (32.9)	16 (18.8)	19 (22.4)	6 (7.1)	2.66	1.220
In this school makes the head teacher makes decisions basing on available information or facts	18 (21.2)	27 (31.8)	17 (20.0)	17 (20.0)	6 (7.1)	2.60	1.227
In this school makes the head teacher is flexible (not rigid) in decision making	14 (16.5)	25 (29.4)	22 (25.9)	18 (21.2)	6 (7.1)	2.73	1.179
In this school the head teacher makes thoughtful and extensive examination of the available information for making decisions	18 (21.2)	21 (24.7)	21 (24.7)	18 ()21.2	6 (7.1)	2.72	1.278
In this school the head teacher seeks for additional information on problems when needed	14 (16.5)	27 (31.8)	19 (22.4)	19 (22.4)	6(7.1)	2.72	1.191
In this school the head teacher adopts new ideas from teachers when taking decisions	14 (16.5)	22 (25.9)	19 (22.4)	22 (25.9)	8 (9.4)	2.88	1.229
In this school the head teacher explores multiple options for determining the correct course of action	12 (14.1)	24 (28.2)	20 (23.5)	20 (23.5)	9 (10.6)	2.86	1.245

Source; field data (2024)

Key: SA- strongly Agree, A- Agree, NS- Not Sure, D- Disagree, SA- Strongly Disagree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

On finding out how Analytical decision-making strategy and teacher job performance is always done, results in the table indicate that 16(18.8%) of the respondents strongly agreed with the statement, "Headteachers carefully analyses the problems before making decisions", 28(32.9%) of the respondents agreed with the statement, 16(18.8%) were not sure about the statement,19(22.4%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement. The average mean value obtained of 2.66 signifies agreement to a large extent and the standard deviation of 1.220indicates a wide variance in responses. This further implies that implementing Analytical decision-making strategy in schools improves on teacher's performance in schools.
During an interview one respondent said that, *"indeed in school, the head teacher carefully analyses the problems before making decisions and this improves the job performance of teachers*.

The results in the table indicate that 18(21.2%) strongly agreed with the statement that "headteacher makes decisions basing on available information", 27(31.8%) agreed with the statement, 17(20.0%) were not sure about the statement, 17(20.0%) disagreed with the statement, and 6(7.1%) greatly objected to what was said. The standard deviation of 1.227 suggests a significant variation among the responses, but the average mean value of 2.60 implies a greater degree of agreement. These results supported Doris's (2018) claim that there is a direct link between headteachers' decision-making processes and teachers' job performance in classrooms. Concentration decreases when analytical decision-making rises, claims Doris (2014).

Findings in the table above indicate that 14(16.5%) and 25(29.4%) strongly agreed and agreed with the statement 'in schools the headteachers flexibility is observed, 22(29.9%) of the respondents were not sure about the statement, 18(21.2%) disagreed with the statement and 6(7.1%) strongly disagreed. The average mean value of 2.73 signifies agreement to a great extent and the standard deviation of 1.229indicates a wide variance in responses. The findings imply that the head teacher's flexibility (Not rigid) improves job performance of teachers.

In an interview, one respondent said that, *"in deed, headteachers flexibility in decision making improves teacher's job performance in a school*.

From the analysis above, 18(21.2%) of the respondents strongly agreed with the statement 'thoughtful and extensive examination of the available information for making decisions are made', 21(24.7%) agreed with the statement, 21(24.7%) of the respondents were not sure of the statement, 18(21.2%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement The average mean value is 2.72 which signify agreement to a wide extent and the standard deviation is 1.278which indicates a wide variance among the responses. The findings imply that the head teacher seeks for additional information on problems when needed.
In an interview, one respondent said that, *"in deed the head teacher makes thoughtful and extensive examination of the available information for making decisions".*

From the analysis above, 14(16.5%) of the respondents strongly agreed with the statement "Headteacher seeks for additional information on problems when needed", 27(31.8%) agreed with the statement, 19(22.4%) of the respondents were not sure of the statement, 19(22.4%) disagreed with the statement and 6(7.7%) strongly disagreed with the statement. The average mean value is 2.72which signify agreement to a wide extent and the standard deviation is 1.191which indicates a wide variance among the responses. The findings imply that the head teacher seeks for additional information on problems when needed.
In an interview, one respondent said that, the head teacher seeks for additional information on problems when needed and this has improved on teacher's performance in the school

From the analysis above, 14(16.5%) of the respondents strongly agreed with the statement "adoption of new ideas from teachers when taking decisions", 22(25.9%) agreed with the statement, 19(22.4%) of the respondents were not sure of the statement, 22(25.9%) disagreed with the statement and 8(9.4%) strongly disagreed with the statement. The average mean value is 2.88 which signify agreement to a wide extent and the standard deviation is 1.229 which indicates a wide variance among the responses. The findings imply that the head teacher adopts teachers when taking decisions".

In an interview, one respondent said that, the head teacher adopts new ideas from teachers when taking decisions and this has improved on job performance of teachers in the school.

From the analysis above, 12(14.1%) of the respondents strongly agreed with the statement "exploring multiple options for determining the correct course of action", 24(28.2%) agreed with the statement, 20(23.5%) of the respondents were not sure of the statement, 20(23.5%) disagreed with the statement and 9(10.6%) strongly disagreed with the statement. The average mean value is 2.86 which signify agreement to a wide extent and the standard deviation is 1.245 which indicates a wide variance among the responses. The findings imply that the head teacher explores multiple options to determine the course of action.

In an interview, one respondent said that, the head teacher explores multiple options before determining the correct course of action and this has played part in job performance of teachers in a school.

4.3.2 Command decision making strategy

This section presents data collected and analyzed on the second objective of the study which was to examine the effects of headteachers' use of command decision-making strategy on teacher job performance.

Table 4:6 Descriptive statistics on Command decision-making strategy

Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	M	SD
In this School, the headteacher make decisions without involving teachers	14 (16.5)	28 (32.9)	17 (20.0)	18 (21.2)	8 (9.4)	2.74	1.236
In this School, the headteacher delegates teachers to make decisions on his/her behalf	16 (18.8)	22 (25.9)	18 (21.2)	20 (23.5)	9 (10.6)	2.81	1.286
In this School, the headteacher accepts and respects teachers' views and opinions	13 (15.3)	26 (30.6)	20 (23.5)	20 (23.5)	6 (7.1)	2.76	1.182
In this School, the headteacher gives teachers opportunity to plan and implement various school programs.	16 (18.8)	27 (31.8)	17 (20.0)	19 (22.4)	6 (7.1)	2.67	1.219
In this School, the teachers are forced to implement various school programs designed by headteacher	15 (17.6)	29 (34.1)	17 (20.0)	17 (20.0)	7 (8.2)	2.67	1.219
In this School, the headteacher directs the way teachers should work.	15 (17.6)	31 (36.5)	17 (20.0)	14 (16.5)	8 (9.4)	2.64	1.223

Source; field data (2024)

Key: SA- strongly Agree, A- Agree, NS- Not Sure, D- Disagree, SA- Strongly Disagree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

Upon discovering that command decision-making tactics and teacher job performance are consistently carried out, the findings of the table indicate that of the respondents, 14 (16.5%) highly agreed with the statement, 28 (32.9%) agreed with it, and 17 (20.0%)

were unsure. 18 (21.2%) disagreed with the statement, and 8 (9.4%) severely disagreed with it. A great degree of agreement is indicated by the average mean value of 2.74, while a broad variation in responses is indicated by the standard deviation of 1.236. This suggests even more that putting the Command decision-making technique into practice enhances teacher performance in classrooms.

In an interview, one respondent disagreed with the statement that the headteacher make decisions without involving teachers.

From the analysis above, 16(18.8%) of the respondents strongly agreed with the statement 'the headteacher delegates teachers to make decisions on his/her half', 22(25.9%) agreed with the statement, 18(21.2%) of the respondents were not sure of the statement, 20(23.5%) disagreed with the statement and 9(10.6%) strongly disagreed with the statement. The average mean value is 2.81which signify agreement to a wide extent and the standard deviation is 1.245 which indicates a wide variance among the responses. The findings imply that the headteacher delegates teachers to make decisions on his/her half.

However, one of the respondents interviewed said; *"affirms that the headteacher delegates teachers to make decisions on his/her behalf hence creating an environment of good working relationship to improve on Job performance of teachers".*

From the analysis above, 13(16.8%) of the respondents strongly agreed with the statement "headteacher accepts and respects teachers' views and opinions", the finding state that 26(30.6%) agreed with the statement, 20(23.5%) of the respondents were not sure of the statement, 20(23.5%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement. The average mean value is 2.76which signify agreement to a wide extent and the standard deviation is 1.182which indicates a wide variance among the responses. The findings imply the headteacher accepts and respects teachers' views and opinions".
However, one of the respondents interviewed said; *"the headteacher accepts and respects teachers' views and opinions which plays a big role in job performance".*

On finding out whether the headteacher gives teachers opportunity to plan and implement various school programs., results collected and analyzed reveal that 16(18.8%) of the respondents strongly agreed with the statement, 27(31.6%) agreed

with the statement, 17(20.0%) of the respondents were not sure of the statement, 19(22.4%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement. The average mean value is 2.67which signify agreement to a wide extent and the standard deviation is 1.219which indicates a wide variance among the responses. The findings imply that the headteacher gives teachers opportunity to plan and implement various school programs.

In an interview, one respondent said that, the headteacher gives teachers opportunity to plan and implement various school programs in school and this has greatly improved on teacher's job performance.

On finding out whether the teachers are forced to implement various school programs designed by headteacher, results collected and analyzed reveal that 15(17.6%) of the respondents strongly agreed with the statement, 29(34.1%) agreed with the statement, 17(20.0%) of the respondents were not sure of the statement, 17(20.0%) disagreed with the statement and 7(8.2%) strongly disagreed with the statement. The average mean value is 2.67which signify agreement to a wide extent and the standard deviation is 1.219which indicates a wide variance among the responses. The findings imply that the teachers are forced to implement various school programs designed by headteacher.

In an interview, one respondent disagreed with the statement that, teachers are forced to implement various school programs designed by headteacher.

On finding out whether, the headteacher directs the way teachers should work, results collected and analyzed reveal that 15(17.6%) of the respondents strongly agreed with the statement, 31(36.5%) agreed with the statement, 17(20.0%) of the respondents were not sure of the statement, 14(16.5%) disagreed with the statement and 8(9.4%) strongly disagreed with the statement. The average mean value is 2.64which signify agreement to a wide extent and the standard deviation is 1.223which indicates a wide variance among the responses. The findings imply that the, the headteacher directs the way teachers should work.

In an interview, one respondent stated, the headteacher directs the way teachers should work in school and this has aided teachers to know and understand their mode of task implementation both in class and administrative work.

4.3.3 Collaborative decision making

This section presents data collected and analyzed on the third objective of the study which was to examine the effects of headteachers' use of collaborative decision-making strategy on teacher job performance.

Table 4:7 Descriptive statistics on Collaborative decision-making strategy

Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	M	SD
The headteacher in this school normally consults teachers before making decisions	13 (15.3)	25 (29.4)	16 (18.8)	23 (27.1)	8 (9.4)	2.86	1.245
The headteacher in this school involves school staff in problem solving.	16 (18.8)	28 (32.9)	19 (22.4)	18 (21.2)	7 (8.2)	2.74	1.197
The headteacher in this school delegates teachers to make some decisions on his/ her behalf	16 (18.8)	22 (25.9)	18 (21.2)	21 (24.7)	8 (9.4)	2.80	1.271
The headteacher in this school seeks for opinions from school staff before making decisions	12 (14.1)	22 (25.9)	17 (20.0)	22 (25.9)	12 (14.1)	3.00	1.291
The headteacher in this school accepts and respects teachers views and opinions	14 (16.5)	26 (30.6)	15 (17.6)	24 (28.2)	6 (7.1)	2.79	1.226
In this school, teachers are given opportunity to plan and implement various school programs	16 (18.8)	24 (28.2)	19 (22.4)	20 (23.5)	6 (7.1)	2.72	1.221

Source; field data (2024)

Key: SA- strongly Agree, A- Agree, NS- Not Sure, D- Disagree, SA- Strongly Disagree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

On finding out whether the headteacher normally consults teachers before making decisions, results collected and analyzed reveal that 13(15.3%) of the respondents strongly agreed with the statement, 25(29.4%) agreed with the statement, 16(18.8%) of the respondents were not sure of the statement, 23(27.1%) disagreed with the statement and 8(9.4%) strongly disagreed with the statement. The average mean value is 2.86which signify agreement to a wide extent and the standard deviation is 1.245which indicates a wide variance among the responses. The findings imply that the headteacher normally consults teachers before making decisions.
In an interview, one respondent stated, the headteacher normally consults teachers before making decisions.

From the analysis above, 16(18.8%) of the respondents strongly agreed with the statement 'the headteacher involves school staff in problem solving, and the finding state that 28(33.9%) agreed with the statement, 19(22.4%) of the respondents were not sure of the statement, 18(21.2%) disagreed with the statement and 7(8.2%) strongly disagreed with the statement. The average mean value is 2.74which signify agreement to a wide extent and the standard deviation is 1.197which indicates a wide variance among the responses. The findings imply that the headteacher involves staff when solving problems.

From the analysis above, 16(18.8%) of the respondents strongly agreed with the statement "The headteacher delegates teachers to make some decisions on his/ her behalf and the findings and results state that 22(25.9%) agreed with the statement, 18(21.2%) of the respondents were not sure of the statement, 21(24.7%) disagreed with the statement and 8(9.4%) strongly disagreed with the statement. The average mean value is 2.80which signify agreement to a wide extent and the standard deviation is 1.271which indicates a wide variance among the responses. The findings imply that the headteacher in these schools' delegates teachers to make some decisions on his/her behalf.

From the analysis above, 12(14.1%) of the respondents strongly agreed with the statement "The headteacher seeks for opinions from school staff before making decisions and the findings and results state that 22(25.9%) agreed with the statement, 17(20.0%) of the respondents were not sure of the statement, 22(25.9%) disagreed with the statement and 12(14.1%) strongly disagreed with the statement. The average

mean value is 3.00which signify agreement to a wide extent and the standard deviation is 1.291which indicates a wide variance among the responses. The findings imply the headteacher seeks for opinions from school staff before making decisions in school.

From the analysis above, 14(16.5%) of the respondents strongly agreed with the statement “The headteacher accepts and respects teachers’ views and opinions and the findings and results state that 26(30.6%) agreed with the statement, 15(17.6%) of the respondents were not sure of the statement, 24(28.2%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement. The average mean value is 2.79which signify agreement to a wide extent and the standard deviation is 1.226which indicates a wide variance among the responses. The findings imply the headteacher accepts and respects teachers’ views and opinions.

From the analysis above, 16(18.8%) of the respondents strongly agreed with the statement “teachers are given opportunity to plan and implement various school programs and the findings and results state that 24(28.2%) agreed with the statement, 19(22.4%) of the respondents were not sure of the statement, 20(23.5%) disagreed with the statement and 6(7.1%) strongly disagreed with the statement. The average mean value is 2.72which signify agreement to a wide extent and the standard deviation is 1.221which indicates a wide variance among the responses. The findings imply teachers are given opportunity to plan and implement various school programs.

4.3.4 Teacher Job performance

This section presents data collected and analyzed on teacher Job performance in secondary schools in Bulambuli district.

Table 4:8 Descriptive statistics on Teacher Job performance

Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	M	SD
Teachers in this School are regular for their duties	20 (23.5)	29 (34.1)	16 (18.8)	13 (15.3)	7 (8.2)	2.51	1.240
Teachers in this School report on time for their duties	15 (17.6)	31 (36.5)	17 (20.0)	15 (17.6)	7 (8.2)	2.62	1.205
Teachers in this School prepare schemes of work in time	15 (17.6)	26 (30.6)	18 (21.2)	20 (23.5)	6 (7.1)	2.72	1.211
Teachers in this School prepare lesson plans for all their lessons	15 (17.6)	26 (30.6)	18 (21.2)	20 (23.5)	8 (9.4)	2.78	1.257
Teachers in this School teach most of their lessons	16 (18.8)	33 (38.8)	17 (20.0)	12 (14.1)	8 (9.4)	2.52	1.161
Teachers in this School cover the teaching syllabi on time	14 (16.5)	27 (31.8)	15 (17.6)	22 (25.9)	7 (8.2)	2.78	1.238
Teachers in this School assess and provide timely feedback to students	16 (18.8)	25 (29.4)	19 (22.4)	19 (22.4)	6 (7.1)	2.69	1.215

Source; field data (2024)

Key: SA- strongly Agree, A- Agree, NS- Not Sure, D- Disagree, SA- Strongly Disagree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

Findings in the table above indicate that 20(23.5) and 29(34.1) Strongly agreed and agreed with the statement 'Teachers in this School are regular for their duties is observed, 16(18.8) of the respondents were not sure about the statement, 13(15.3) disagreed with the statement and 7(8.2) strongly disagreed. The average means value of 2.51signifies agreement to a great extent and the standard deviation of 1.240indicate a wide variance in responses. The findings imply Teachers in this School are regular for their duties.

From the analysis above, 15(17.6%) of the respondents strongly agreed with the statement “Teachers report on time for their duties and the findings and results state that 31(36.5%) agreed with the statement, 17(20.0%) of the respondents were not sure of the statement, 15(17.6%) disagreed with the statement and 7(8.2%) strongly disagreed with the statement. The average mean value is 2.62which signify agreement to a wide extent and the standard deviation is 1.205which indicates a wide variance among the responses. The findings imply Teachers report on time for their duties

From the analysis above, 15(17.6) of the respondents strongly agreed with the statement “Teachers prepare schemes of work in time” and results state that 26(30.6) agreed with the statement, 18(21.2) of the respondents were not sure of the statement, 20(23.5) disagreed with the statement and 6(7.1) strongly disagreed with the statement. The average mean value is 2.72which signify agreement to a wide extent and the standard deviation is 1.211which indicates a wide variance among the responses. The findings imply that Teachers prepare schemes of work in time

From the analysis above, 15(17.6) of the respondents strongly agreed with the statement “Teachers prepare lesson plans for all their lessons”results state that 26(30.6) agreed with the statement, 18(21.2) of the respondents were not sure of the statement, 20(23.5) disagreed with the statement and 8(9.4) strongly disagreed with the statement. The average mean value is 2.78which signify agreement to a wide extent and the standard deviation is 1.257which indicates a wide variance among the responses. The findings imply that Teachers prepare lesson plans for their lessons.
From the analysis above, 16(18.8%) of the respondents strongly agreed with the statement “Teachers teach most of their lessons” and results state that 33(38.8%) agreed with the statement, 17(20.0%) of the respondents were not sure of the statement, 12(14.1%) disagreed with the statement and 8(9.4%) strongly disagreed with the statement. The average mean value is 2.52which signify agreement to a wide extent and the standard deviation is 1.161which indicates a wide variance among the responses. The findings imply that Teachers teach most of their lessons.

On find out whether teachers cover the teaching syllabus on time, 14(16.5%) of the respondents strongly agreed with the statement 27(31.8%) agreed 15(17.6%) were not sure, 22(25.9%) disagreed and 7(8.2%) strongly disagreed with the statement. The

average mean value is 2.78 which imply greater agreement and standard deviation is 1.238which indicates a wide variance among the responses.

On find out whether teachers assess and provide timely feedback to students, 16(18.8%) of the respondents strongly agreed with the statement 25(29.4%) agreed 19(22.4%) were not sure, 19(22.4%) disagreed and 6(7.1%) strongly disagreed with the statement. The average mean value is 2.69which signify a wide extent and the standard deviation is 1.215which indicates a wide variance among the responses.
The findings imply that teachers assess and provide timely feedback to students.

4.4 Linear Regression Statistics

4.4.1 Effect of head teachers' use of analytical decision-making strategy on teacher job performance

In a bid to address the First objective, a linear regression model was run to establish the Effect of head teacher's use of analytical decision-making strategy on teacher job performance and the results were presented in tables below.

Table 4:9 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920[a]	.846	.845	.49390
a. Predictors: (Constant), Analytical decision-making strategy				

Analysis in the table above reveals a coefficient of determination, R Square = 0.846(0.846*100 = 84.6%) which indicates a strong positive effect of head teacher's use of analytical decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job performance as a result of head teacher's use of analytical decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of analytical decision-making strategy) contributed to 84.6% of the variation in the Teacher job performance as explained by R square of .846 which shows that the model is the good prediction. It reveals that head teacher's use of analytical decision-making strategy explains 0.846

or 84.6 percent of the teacher job while 15.4 percent is explained by other factors beyond head teacher's use of analytical decision-making strategy not covered in this study.

Table 4:10 Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.130	.132		.982	.329
	Analytical decision-making strategy	.930	.042	.270	22.257	.000
a. Dependent Variable: Teacher Job performance						

The significance of headteachers' use of analytical decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.270 is positive. Based on this finding, it can be deduced that head teachers' use of analytical decision-making strategy significantly affected teacher job performance. This showed that head teacher's use of analytical decision-making strategy is a good predictor of teacher job performance. It can further have deduced that headteachers' use of analytical decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District.

4.4.2 Effect of head teachers' use of command decision-making strategy on teacher job performance

In a bid to address the second objective, a linear regression model was run to establish the Effect of head teachers' use of command decision-making strategy on teacher job performance and the results were presented in tables blow.

Table 4.11 model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948[a]	.900	.898	.39918
a. Predictors: (Constant), Command decision making strategy				

Analysis in the table above reveals a coefficient of determination, R Square = 0.900(0.900*100 = 90.0%) which indicates a strong positive effect of head teacher's use of command decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job performance as a result of head teacher's use of command decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of command decision-making strategy) contributed to 90.0% of the variation in the Teacher job performance as explained by R square of .900 which shows that the model is the good prediction. It reveals that head teacher's use of command decision-making strategy explains 0.900 or 90.0 percent of the teacher job while 10.0 percent is explained by other factors beyond head teacher's use of command decision-making strategy not covered in this study.

Table 4:12 Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.006	.108		.051	.959
	Command decision making strategy	.984	.035	.500	28.393	.000
a. Dependent Variable: Teacher Job performance						

The significance of headteachers' use of command decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.500 is positive. Based

on this finding, it can be deduced that headteachers' use of command decision-making strategy significantly affected teacher job performance. This showed that headteachers' use of command decision-making strategy is a good predictor of teacher job performance. It can further be deduced that head teacher's use of command decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District.

4.4.3 Effect of head teacher's use of collaborative decision-making strategy on teacher job performance

In a bid to address the third objective, a linear regression model was run to establish the Effect of head teacher's use of collaborative decision-making strategy on teacher job performance and the results were presented in tables below.

Table 4.13 model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901[a]	.812	.809	.54689
a. Predictors: (Constant), Collaborative decision-making strategy				

Analysis in the table above reveals a coefficient of determination, R Square = 0.812(0.812*100 = 81.2%) which indicates a strong positive effect of head teacher's use of collaborative decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job performance as a result of head teacher's use of collaborative decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of collaborative decision-making strategy) contributed to 81.2% of the variation in the Teacher job performance as explained by R square of .812 which shows that the model is the good prediction. It reveals that head teacher's use of collaborative decision-making strategy explains 0.812 or 81.2 percent of the teacher job while 18.8 percent is explained by other factors beyond head teacher's use of collaborative decision-making strategy not covered in this study.

Table 4:14 Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	.132	.149		.888	.377
	Collaborative decision-making strategy	.907	.046	.901	19.684	.000
a. Dependent Variable: Teacher Job performance						

The significance of head teacher's use of collaborative decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.901 is positive. Based on this finding, it can be deduced that head teacher's use of collaborative decision-making strategy significantly affected teacher job performance. This showed that head teacher's use of collaborative decision-making strategy is a good predictor of teacher job performance. It can further have deduced that head teacher's use of collaborative decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District.

4.4.4 Effect of head teacher's decision-making strategies on teacher job performance in selected schools in Bulambuli District

The bid to determine the effect of effect of head teacher's decision-making strategies on teacher job performance, a multiple regression was used and all construct of head teacher's decision-making strategies considered in this study were all regressed with job performance. The findings are presented in tables below.

Table 4.15 model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953[a]	.908	.905	.38558
a. Predictors: (Constant), Collaborative decision-making strategy, Command decision making strategy, Analytical decision-making strategy				

To respond to the general objective of the study, findings in the table above reveal a coefficient of determination, R Square value = 0.908(0.908*100 = 90.8%). The study shows that Head teachers' decision-making strategies have a strong positive effect on teacher job performance in Bulambuli District. In order to explain the percentage of variation in the dependent variable (teacher job performance) as explained by the independent variables, the researcher established that the independent variables (Collaborative decision-making strategy, command decision making strategy and analytical decision-making strategy) contributed to 90.8% of the variation in the teacher job performance as explained by R square of 0.908 which shows that the model is the good prediction. It reveals that Head teachers' decision-making strategies explains 0.908 or 90.8 percent of the teacher job performance while 9.2 percent is explained by other factors not covered in this study.

Table 4:16 Coefficients

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.007	.106		.071	.944
	Analytical decision-making strategy	.390	.134	.385	2.906	.005
	Command decision making strategy	.857	.113	.826	7.578	.000
	Collaborative decision-making strategy	.257	.138	.230	1.861	.066
a. Dependent Variable: Teacher Job performance						

Coefficients of regression were used in the study to determine the direction and extent of effect of independent variable on the dependent variable using β (Beta values).

The analysis in the table above reveals that Command decision making strategy is the greatest contributor to teacher job performance with a Beta value of 0.826at 0.000 level of significance. This implies that Command decision making strategy has a positive and significant effect on teacher job performance. This therefore answers the research question which stated that 'What is the effect of head teachers' use of Command decision making strategy on Teacher job performance?'

Analysis in the table above reveals that Analytical decision-making strategy is the second contributor to teacher job performance with a Beta value of 0.385 at 0.005 level of significance. This means that Analytical decision-making strategy is the second contributor to teacher job performance. The findings further reveal a positive and significant effect of head teachers' use of analytical decision making on teacher job performance. This therefore answers the research question which stated that "

Analysis in the table above reveals that Collaborative decision-making strategy is the least contributor to teacher job performance with a Beta value of 0.230at 0.066 level of significance. This implies that Collaborative decision-making strategy has a positive and significant effect on teacher job performance. This therefore accepts the hypothesis which stated that *'What is the effect of head teachers' use of collaborative decision-making strategy on Teacher job performance?'*

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussion of the study findings guided by the study objectives. The discussion of these study findings was done by reviewing related literature, and comparing and contrasting with other previous studies.

5.1 Summary of findings

5.1.1 Effects of Analytical Decision-Making Strategy and Teacher Job Performance

Analysis in the table above reveals a coefficient of determination, R Square = 0.846(0.846*100 = 84.6%) which indicates a strong positive effect of head teacher's use of analytical decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job performance as a result of head teacher's use of analytical decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of analytical decision-making strategy) contributed to 84.6% of the variation in the Teacher job performance as explained by R square of .846 which shows that the model is the good prediction. It reveals that head teacher's use of analytical decision-making strategy explains 0.846 or 84.6 percent of the teacher job while 15.4 percent is explained by other factors beyond head teacher's use of analytical decision-making strategy not covered in this study.

It can further have deduced from the regression coefficients that head teacher's use of analytical decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.920 is positive. Based on this finding, it can be deduced that head teacher's use of analytical decision-making strategy significantly affected teacher job performance. This showed that head teacher's use of analytical decision-making strategy is a good predictor of teacher job performance. It can further have deduced that head teacher's use of analytical decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District. The

study therefore answers the first research question that *'What is the effect of head teachers' use of analytical decision-making strategy on Teacher job performance?'*

5.1.2 Effects of command Decision-Making Strategy and Teacher Job Performance

Findings revealed a coefficient of determination, R Square = 0.900(0.900*100 = 90.0%) which indicates a strong positive effect of head teacher's use of command decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job performance as a result of head teacher's use of command decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of command decision-making strategy) contributed to 90.0% of the variation in the Teacher job performance as explained by R square of .900 which shows that the model is the good prediction. It reveals that head teacher's use of command decision-making strategy explains 0.900 or 90.0 percent of the teacher job while 10.0 percent is explained by other factors beyond head teacher's use of command decision-making strategy not covered in this study.

It can be deduced from the regression coefficients that head teacher's use of command decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.948 is positive. Based on this finding, it was deduced that head teacher's use of command decision-making strategy significantly affected teacher job performance. This showed that head teacher's use of command decision-making strategy is a good predictor of teacher job performance. It was further stated that head teacher's use of command decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District. The study therefore answers the second research question which stated that *'What is the effect of head teachers' use of Command decision making strategy on Teacher job performance?'*

5.1.3 Effects of collaborative Decision-Making Strategy and Teacher Job Performance.

Results from the Analysis reveal a coefficient of determination, R Square = 0.812(0.812*100 = 81.2%) which indicates a strong positive effect of head teacher's use of collaborative decision-making strategy on teacher job performance in Bulambuli District. Hence the coefficient of determination (R Square) indicates good teacher job

performance as a result of head teacher's use of collaborative decision-making strategy. In order to explain the percentage of variation in the dependent variable (Teacher job performance) as explained by the independent variables, the researcher established that the independent variables (head teacher's use of collaborative decision-making strategy) contributed to 81.2% of the variation in the Teacher job performance as explained by R square of .812 which shows that the model is the good prediction. It reveals that head teacher's use of collaborative decision-making strategy explains 0.812 or 81.2 percent of the teacher job while 18.8 percent is explained by other factors beyond head teacher's use of collaborative decision-making strategy not covered in this study.

It can also be deduced from the regression coefficients that headteachers' use of collaborative decision-making strategy had p value (p=0.000) which is less than 0.05. The beta coefficient 0.901 is positive. Based on this finding, it can be deduced that head teacher's use of collaborative decision-making strategy significantly affected teacher job performance. This showed that head teacher's use of collaborative decision-making strategy is a good predictor of teacher job performance. It can further be deduced that headteachers' use of collaborative decision-making strategy had positive and significant effect on teacher job performance in schools in Bulambuli District. The study therefore answers the third research question which stated that *'What is the effect of head teachers' use of collaborative decision-making strategy on Teacher job performance?'*

5.2 Discussion of the Findings

5.2.1 Effects of Analytical Decision-Making Strategy and Teacher Job Performance

The study revealed that head teachers' use of analytical decision-making strategies has a significant effect on teacher job performance. This was attributed to the fact that in this approach a leader makes important decisions basing on the available data and information, it involves a deliberate thoughtful approach to decision making. Strategy of decision making has several strength including but not limited to minimizing potential wrong decisions and transparency and making well thought out decisions due to dependence on data and information, continuous improvement. These findings concide with the study by Nicole (2018) who agreed with Neil when they observed that analytical decision-making strategy considers the available data and relevant

information. In addition, this observation also agreed with Aimee, Lombardo and Sicilia (2018) who observed that analytical decision making involves careful analysis of the available data and information to determine the best answer to the problem. Their view, in under this strategy, the decision maker is open to allow data and new information, to make informed decision without biasness, he/she is therefore adoptable but retains control of the process.

According to Janey (2017), it is important for leaders to know when to use a particular strategy. In her opinion, analytical decision-making increases team work and team culture and enables the leaders to employ the right strategy in addressing particular situations. The opinion of Lombardo is not different when she observed that analytical decision making involves careful analysis to determine the best answer to the problem and allows for exploration of multiple options, Zuzana (2016)

5.2.2 Effects of command Decision-Making Strategy and Teacher Job Performance

The study found that teachers' work performance is significantly impacted by headteachers' adoption of the command decision-making technique. This was ascribed to the fact that rational autocratic decision-making styles, such as command or directive decision-making styles, depend on decision-makers employing their own knowledge, experience, and judgment to select the optimal course of action. These results are consistent with the observations made by Aimee et al. (2018), who noted that directive or command decision-making styles depend on an authoritarian, logical approach that leads to decision-makers relying on their own expertise, judgment, and experience. In their view, leaders who use this strategy in decision making possess base on the previous experience and knowledge of the situation without seeking for more information.

In contrast, Bikimane, Gaopalelwe, and Makambe (2020) studied the conceptual models of authentic leadership style and autocratic and democratic decision-making models to determine the impact of these models on teacher motivation in a sample of 80 teachers in selected primary schools in Botswana's southeast. They used Pearson product moment correlation to determine the relationship between teacher motivation and leadership decision-making styles. The results showed that while there was a positive significant association between motivation and authentic leadership, there was a positive significant correlation between teacher motivation and authoritarian leadership.

5.2.3Effects of collaborative Decision-Making Strategy and Teacher Job Performance

The study revealed that head teachers' use of collaborative decision-making strategies has a significant effect on teacher job performance. This was attributed to the fact that collaborative decision making provides framework for educators, parents, students and community to solve problems and support students' achievement and success. These findings still get backing from Meader (2018), who opined that headteachers who regularly involve their staff in decision making process find it very useful in transforming their schools. He recommended that this should become a regular mode of decision making to make their schools more effective. He therefore believes that headteachers should "invest in the opinion of others, understanding that they do not have all answers themselves. Not only does the collaborative decision making make teachers to own decisions, but also relieves the leaders from individually being held accountable. It is therefore important for headteachers to consult others for better, more inclusive and better decisions.

However, a study carried out in Nigeria's Abia State by Uba and Oluchi (2013) revealed no discernible difference between the decision-making abilities of teachers and their work performance. The study suggested that in order to improve teachers' work performance, those principals should consult with and act upon the decisions made by the instructors. This suggests that reducing conflicts requires cooperative decision-making. According to Okunamiri and Uba-Mbibi (2011), tension and disputes arise in schools when teachers are not included in important choices that impact them.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presented conclusions and recommendations of the study based on the study objectives

6.1 Conclusions

6.1.1 Headteachers' use of analytical decision-making strategies on Teacher job performance

Head teachers' use of analytical decision-making strategy was the first contributor to teacher job performance in schools in Bulambuli district with a Beta value of 0.270at 0.005 level of significance. This implies that Head teachers' use of analytical decision-making strategies has a positive and significant effect on teacher job performance. This therefore answers the research question which stated that *'What is the effect of head teachers' use of analytical decision-making strategy on Teacher job performance?'*

6.1.2 Effect of Head teachers' use of command decision-making strategies on Teacher job performance

Effect of Head teachers' use of command decision-making strategies was the greatest contributor to teacher job performance at schools in Bulambuli district with a Beta value of 0.500at 0.000 level of significance. This means that Head teachers' use of command decision-making strategies is the first important contributor to teacher job performance. The findings further reveal a positive and significant effect of Head teachers' use of command decision-making strategies on teacher performance. This therefore answers the second research question which stated that *'What is the effect of head teachers' use of command decision-making strategy on Teacher job performance?'*

6.1.3 Effect of Head teachers' use of collaborative decision-making strategies on Teacher job performance.

Head teachers' use of collaborative decision-making strategies is the least contributor to teacher job performance in schools in Bulambuli district with a Beta value of 0.230at

0.066 level of significance. This implies that Head teachers' use of collaborative decision-making strategies has a positive and significant effect on teacher job performance. This therefore answers the third research question which stated that *'What is the effect of head teachers' use of command decision-making strategy on Teacher job performance?'*

6.2 Recommendations

6.2.1 Effect of Head teachers' use of analytical decision-making strategies on Teacher job performance

The management of schools should continue to improve on analytical decision-making strategies through careful analysis of the problems before making decisions, making decisions basing on available information or facts to improve teacher job performance. This shall bring in sense of belongingness and commitment to their jobs and they can easily share their problems with the school management.

6.2.2 Effect of Head teachers' use of command decision-making strategies on Teacher job performance

The management of schools should continue to command decision making strategies in the school by making some decisions without involving teachers. This shall assist them to exert authority and respect to the top managers of the school thus reduces on cases of indiscipline and misconduct among the teachers.

6.2.3 Effect of Head teachers' use of collaborative decision-making strategies on Teacher job performance

Management of schools should emphasize headteachers' to use collaborative decision-making strategies through consulting teachers before making decisions, open and round table discussions with teachers. This would bring in a sense of value in schools.

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APPENDIX I: QUESTIONNAIRE

Questionnaire for headteachers on decision making strategies and Teacher Job Performance

Dear Respondent,

I am **Nabilabi Esther,** a student at Uganda Christian University, pursuing a course in Masters of Education Management and Administration. I am carrying out research on Headteachers' decision-making strategies and teacher Job Performance in Bulambuli District. You have been identified as one of the respondents whose input is very useful in completing this research process. You are therefore kindly requested to respond to the following questions. The information obtained was treated with utmost confidentiality and was only used for the purpose of this study.

SECTION A: Demographic Data of Respondents

1. **Gender**

   Male ☐ Female ☐

2. **Age Bracket**

   20-30 ☐ 30-40 ☐ 40-50 ☐ 50-60 ☐

3. **Level of education** Diploma ☐ Degree ☐ Masters ☐

   PhD ☐

4. **Numbering of Years Served in this School**

1-5 Years ☐ 6-10 years ☐ 11-15 years ☐

Headteachers' Decision-Making Strategies and Teacher Performance

Please rank the following on the scale ranging from strongly agree to strongly disagree

Scale	1	2	3	4	5
Response	Strongly agree (SA)	Agree (A)	Not sure (NS)	Disagree (D)	Strongly disagree (SD)

Section B:

	Likert Scale	**SD**	**D**	**NS**	**A**	**SA**
CODE	**Analytical Decision Making**					
ADM1	in this school the Head teacher makes careful analysis of the problems before making decisions					
ADM2	in this school, the Head teacher makes decisions basing on available information or facts					
ADM3	in this school, the Head teacher is flexible (Not rigid) in decision making					
ADM4	in this school, the Head teacher makes thoughtful and extensive examination of the available information before making decisions					
ADM5	in this school makes the Head teacher seeks for additional information on problems when needed					
ADM6	in this school makes the Head teacher adopts new ideas from teachers when taking decisions					
ADM7	in this school makes the Head teacher explores multiple options before determining the correct course of action					

Section C:

	Likert Scale	**SD**	**D**	**NS**	**A**	**SA**
CODE	**Command Decision Making**					
CDM1	In this School, the headteacher make decisions without involving teachers					

CDM2	In this School, the headteacher delegates teachers to make decisions on his/her behalf					
CDM3	In this School, the headteacher accepts and respects teachers' views and opinions					
CDM4	In this School, the headteacher gives teachers opportunity to plan and implement various school programs.					
CDM5	In this School, the teachers are forced to implement various school programs designed by headteacher					
CDM6	In this School, the headteacher directs the way teachers should work.					

Section D:

	Likert Scale	**SD**	**D**	**NS**	**A**	**SA**
CODE	**Collaborative Decision Making**					
CLB1	The headteacher in this school normally consults teachers before making decisions					
CLB2	The headteacher in this school involves school staff in problem solving					
CLB3	The headteacher in this school delegates teachers to make some decisions on his/ her behalf					
CLB4	The headteacher in this school seeks for opinions from school staff before making decisions					
CLB5	The headteacher in this school accepts and respects teachers views and opinions					
CLB6	In this school, teachers are given opportunity to plan and implement various school programs					

Section E:

	Likert Scale	**SD**	**D**	**NS**	**A**	**SA**
CODE	**Teacher Job Performance**					
TP1	Teachers in this School are regular for their duties					
TP2	Teachers in this School report on time for their duties					
TP3	Teachers in this School prepare schemes of work in time					
TP4	Teachers in this School prepare lesson plans for all their lessons					
TP5	Teachers in this School teach most of their lessons					
TP6	Teachers in this School cover the teaching syllabi on time					
TP7	Teachers in this School assess and provide timely feedback to students					

Thank you for sparing your time

APPENDIX II: INTERVIEW GUIDE

Interview Guide for Headteachers and DOSs on Decision Making Strategies and Teacher Job Performance

I am going to have a brief interview with you, intended to get your response on the following questions related the headteachers and D.O.S decision making strategies and Teacher job performance in your school. The information received was treated with utmost confidentiality and was used only for the academic purpose of this study.

Interview Research Questions

Part A: The effects of headteachers' use of analytical decision-making strategy on teacher job performance in selected secondary schools

i) Do you carefully analyze problems before making decisions?

ii) Which strategies do you use to get additional information from your staff on issues before making decisions?

iii) Under what circumstances do you accept and adopt new ideas from teachers when taking decisions?

iv) What option do you consider before taking decisions?

Part B: The effects of headteachers' use' of command decision-making strategy on teacher job performance in selected secondary schools in Bulambuli district.

i). Do you involve teachers in making decision?

ii). under what circumstances do you delegate teachers to make decisions on your behalf?

ii). on what grounds do you accept and respects teacher views and opinions?

iii). Are there opportunities for teachers to plan and implement school programs? If yes, what are some of the opportunities?

Part C: The effects of collaborative Decision-Making Strategy on Teacher Job Performance

i). Do you involve teacher in solving problems?

ii). under what conditions do teachers make decision on your behalf?

iii). How do you accept and respect the views and opinions of your teachers?

iv). under what circumstances do you give teachers opportunity to plan and implement various school programs?

Part D: Teacher job performance

i) How regular are your teachers for duty?

ii) what can you comment about the performance of your teachers in relation to punctuality for their duties?

iii) How often do teachers prepare and submit schemes of work?

iv) How effective are teachers in preparation of lesson plans?

v) What can you comment on effectiveness of lesson attendance by teachers?

vi). Do your teachers cover the teaching syllabus on time?

vii) Comment on the assessment of learners and its feedback?

Thank You for sparing your time.

APPENDIX III: TABLE FOR SAMPLE SIZE DETERMINATION

N	S	N	S	N	S
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	280	100000	384

Source: Morgan and Krejcie (1970)