

**AN ASSESSMENT OF THE CONTRIBUTION OF LEADERSHIP STYLES ON CRISIS  
MANAGEMENT IN SELECTED SECONDARY SCHOOLS IN NAKIFUMA TOWN COUNCIL**

**EFRANCE NTALE**

**RJ21M06/206**

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

**June, 2024**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## DECLARATION

I, Ntale Efrance, hereby declare that this dissertation titled: “An Assessment of the Contribution of Leadership Styles on Crisis Management in Selected Secondary Schools in Nakifuma Town Council” is my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Signature:

A handwritten signature in blue ink that reads "Ntale Efrance". The signature is written in a cursive style with a large initial 'N'.

**NTALE EFRANCE**

Date: 30/04/2024

## **APPROVAL**

I certify that this dissertation titled: “An Assessment of the Contribution of Leadership Styles on Crisis Management in Selected Secondary Schools in Nakifuma Town Council” has been under my supervision.

Signature: 

**LUGEMWA PATRICK**

Date: 1/05/2024

## **DEDICATION**

I would like to dedicate this research to my parents for their endless support and prayers in every walk of life not forgetting my beloved brothers and sisters for their help. I cannot proceed without special dedications to all my friends and well-wishers who were always there for me in times of need.

## **ACKNOWLEDGEMENTS**

First of all, I am very thankful to the almighty God, the most merciful, beneficent and gracious who bestowed upon me the chance to study at Uganda Christian University and gave me skills to do this research work successfully. I am thankful and grateful to my supervisor, Mr. Lugemwa Patrick, for his assistance, continuous guidelines, constructive suggestions and utmost cooperation. Thank you so much and God bless you. I am also grateful to all my lecturers in the School of Education who inspired me to finish this course. Your guidance and advice was so important in having this work accomplished as requested by the University. May God bless you.

Thirdly, I am very grateful to my beloved parents and the entire family who deserve special thanks for their love towards my education by dedication their financial assistance towards this research report. This can never be underrated. More thank to all my friends and discussion group mates, you have sacrificed a lot for the sake of my education. May God richly bless you. I also register my special thanks to my sisters, and brothers for their advice, love and moral guidance that have contributed greatly towards the success of this report and other academic work. Thank you very much.

**TABLE OF CONTENTS**

Declaration.....i

Approval ..... ii

Dedication..... iii

Acknowledgement ..... iv

Table of Contents.....v

List of Tables.....viii

List of Figures ..... ix

Acronyms ..... x

Abstract..... xi

**CHAPTER ONE... 1**

**INTRODUCTION..... 1**

1.1 Background to the Study..... 1

1.1.1 Historical Background..... 2

1.1.2 Theoretical Background..... 5

1.1.3 Conceptual Background..... 7

1.1.4 Contextual Background... 10

1.2 Statement of the Problem..... 12

1.3 Purpose and Objectives of the Study ..... 13

1.3.1 Purpose of the Study ..... 13

1.3.2 Objectives of the Study ..... 13

1.4 Research Questions ..... 14

1.5 Hypothesis..... 14

1.6 Scope of the Study ..... 14

1.6.1 Content Scope ..... 15

1.6.2 Geographical Scope ..... 15

1.6.3 Time Scope ..... 15

1.7 Justification of the Study .. 16

1.8 Significance of the Study ..... 16

1.9 Conceptual Framework..... 18

**CHAPTER TWO.. 20**

**LITERATURE REVIEW ..... 20**

2.1 Introduction.....	20
2.2 Theoretical Review.. ..	20
2.3 Empirical Review....	22
2.3.1 The Leadership Styles Used in Crisis Management.. ..	22
2.3.2 Effect of Leadership Styles on Crisis Management.....	33
2.3.3 Challenges Head Teachers Encounter during Crisis Management.....	41
2.4 Summary of Literature Review.....	44
<b>CHAPTER THREE.....</b>	<b>46</b>
<b>METHODOLOGY .....</b>	<b>46</b>
3.1 Introduction.....	46
3.2 Research Design.....	46
3.3 Area of the Study .....	47
3.4 Information Sources.....	47
3.5 Population and Sampling Techniques.....	48
3.5.1 Population .....	48
3.5.2 Sample Size Determination .....	48
3.5.3 Sampling Techniques.....	49
3.6 Variables and Indicators .....	50
3.6.1 Variables .....	50
3.6.2 Indicators.....	50
3.7 Measurements Levels.....	50
3.8 Procedure for Data Collection .....	51
3.9 Data Collection Methods .....	52
3.9.1 Questionnaire Survey.....	52
3.9.2 Interviews.....	52
3.10 Data Collection Instruments .....	53
3.10.1 The Questionnaire .....	53
3.10.2 Interview Guide .....	53
3.11 Quality/Error Control.....	54
3.11.1 Validity .....	54
3.11.2 Reliability.....	55
3.12 Strategy for Data Processing, Analysis and Interpretation .....	56

3.12.1 Analysis of Quantitative Data.....	56
3.12.1 Qualitative Data Analysis.....	57
3.13 Ethical Consideration and Approvals.....	57
3.13.1 Ethical Clearance.....	57
3.13.2 Informed Consent.....	57
3.13.3 Participants' Confidentiality.....	58
3.14 Study Methodological Constrains.....	58
3.14 Methodological Constraints.....	58
<b>CHAPTER FOUR.....</b>	<b>60</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....</b>	<b>60</b>
4.1 Introduction.....	60
4.2 Response Rate.....	60
4.3 Demographic Characteristics of Respondent.....	61
4.4 Descriptive Results.....	64
4.4.1 Descriptive Results on Leadership Styles.....	64
4.4.2 Descriptive Results on Leadership Styles and Crisis Management.....	71
4.4.3 Descriptive Results on the Challenges that Head Teachers encounter When it Comes to Crisis Management.....	84
4.4.4 Descriptive Results on Crisis Management.....	83
4.5 Verification of Hypothesis.....	87
4.5.1 Regression Analysis.....	88
<b>CHAPTER FIVE.....</b>	<b>90</b>
<b>DISCUSSION OF RESULTS.....</b>	<b>90</b>
5.1 Introduction.....	90
5.2 Discussion of Findings.....	90
5.2.1 Leadership Styles.....	90
5.2.2 Leadership Styles and Crisis Management.....	96
5.2.3 Challenges that Head Teachers encounter When it Comes to Crisis Management.....	101
<b>CHAPTER SIX.....</b>	<b>106</b>
<b>CONCLUSION AND RECOMMEDATIONS.....</b>	<b>106</b>
6.1 Introduction.....	106
6.2 Conclusions.....	106

6.3 Recommendations.....	107
6.4 Limitations of the Study.....	108
6.5 Areas of Further Research. ....	108
<b>REFERENCES.....</b>	<b>110</b>
APPENDICES. ....	120
APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE... ..	120
APPENDIX 1I: CONSENT FORM FOR PARTICIPANTS.....	121
APPENDIX III: QUESTIONNAIRE FOR TEACHERS.....	123
APPENDIX IV: INTERVIEW GUIDE.....	129
APPENDIX V: RESEARCH ETHICAL APPROVAL FORM.....	130

## LIST OF TABLES

Table 3.1: Sampling Frame..	49
Table 3.2: Reliability indices for the questionnaire..	55
Table 4.1: Summary of study response rates..	60
Table 4.2: Demographic Characteristics of respondents..	62
Table 4.3: Leadership styles used in crisis management..	64
Table 4.4: Leadership styles and crisis management ..	71
Table 4.5: Challenges that head teachers encounter when it comes to crisis management..	79
Table 4.6: Crisis Management in Secondary School..	84
Table 4.7: Correlation analysis..	88
Table 4.8: A Single Regression Analysis..	89

## LIST OF FIGURES

Figure 1: Conceptual Framework.. .. .	18
---------------------------------------	----

## **ACRONYMS AND ABBREVIATIONS**

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

## ABSTRACT

The study aimed at assessment of the leadership styles and crisis management among selected secondary schools in Nakifuma Town Council. The study objectives included; to establish the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council, to assess the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council, and to examine the challenges that head teachers encounter when it comes to crisis management. The study employed a cross-sectional research design, where both qualitative and quantitative approaches were used. The sample comprised of four (4) head teachers, four (4) Deputy head teachers, one (1) District Education Officer, two (2) District Inspectors of School, and seventy five (75) teachers. These were purposively and simple randomly selected. Data was collected through questionnaires and interviews. Data was analyzed quantitatively through the SPSS and thematic content analysis was used to analyze qualitative data. Study findings revealed that school managers base on charismatic leadership, autocratic leadership, transformative leadership, transformational leadership, transactional leadership and entrepreneurial leadership for proper crisis management. These are the major leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council. It also revealed that autocratic leadership gives full empowerment to the school leader with minimal follower's participation; the head teacher rarely considers suggestions made by subordinates; there is usually strong orientation towards conformity of rules and regulations; the head teacher usually takes full control and authority in managing crisis; and the head teacher regularly tells us what to do, how to do it and when he/she wants it done; these are the major effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council. It further revealed that limited financial resources, geographical location of the school, government policy like school closure under presidential directives; limited knowledge related to the field itself, and organizational structures; these are the major challenges that head teachers encounter when it comes to crisis management. Basing on the above findings, it is concluded that there is positive significant relationship between leadership styles and crisis management in selected secondary schools in Nakifuma Town Council. ( $r = .686^{**}$ ,  $p = 0.001$ ). This implies that any change in the management of crisis is influenced by leadership style applied. The study recommended that each school must have the trained leaders with relevant skills and understanding to handle crises; and areas of further research were suggested.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The significance of leader's skills and capability is to manage crisis and move from current financial situation and a school built on the linear and logical, to financial situation and a school built on the inventive and creative (Adele, 2019). Leaders of governments, school managers and stakeholders permanently make crucial decisions and expect good results in achieving the objective that they have in mind. Usually decisions are taken to give an order, to solve a challenge, to manage a crisis, or to deal with many unsuccessful results. Mostly important is to take the good right decision understood by all stakeholders involved and leading to good results (Korir & Kipkebut, 2016). The good right decision is linked to leadership. Accordingly, it is strongly advised to manage less and lead more in order to deal with any problem or any crisis that may occur. This study concentrated on the leadership styles and its relationship with crisis management. This chapter presents the background to the study, problem statement, purpose and objectives of the study, research questions, scope of the study, justification of the study, significance of the study and conceptual framework.

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

The leadership style's is the independent variable that was studied along with crisis management as a dependent variable. Leaders are usually considered as a factor of encouragement of their followers (Ayoub & Husam, 2017). Leadership has a vital role in sustaining effective crisis management. School leaders are usually articulate when it comes to school culture by creating the school beliefs, leading to proper member behaviour and reinforcing punishment and rewards. On the other hand, in today's world, the schools work to make a team as their primary step to overcome these crises that might be damaged the

schools in the future. The crisis management in secondary school has become a challenge worldwide. Many parents through the Parents/Teachers' Associations (PTA) and governing boards have raised concerns that most teachers are not teaching as required possibly owing to the head-teachers' dominant leadership styles (Adele, 2019).

In this chapter, it entails the background to the study which comprised of historical background, theoretical background, conceptual background and contextual background to the study.

### **1.1.1 Historical Background**

Crisis management is a crucial facet of leadership, particularly in the education sector, where unexpected occurrences can disrupt learning and significantly impact students' lives (Mahfouz, Awang & Muda, 2019). In education, the Covid-19 pandemic crisis has wreaked havoc on the very structure of education. In the face of that turmoil, quick decisions and effective solutions are required to prioritize the welfare of school managers, classroom teachers, students, families, and all other stakeholders involved in restarting school activities. The Covid-19 pandemic has generated unprecedented global disruptions in education, and these disruptions have had a negative impact on learning. Almost 1.6 billion students were affected by school closures as the crisis paralyzed educational institutions throughout the world (UNESCO, 2021). In addition, the 2012 Bangkok floods, the 2005 Hurricane Katrina in the USA, the 2010 Super Typhoon in the Philippines, and the 2008 earthquake in China's Sichuan Province caused school buildings to collapse, killing almost 10,000 students and countless more calamities that have damaged or destroyed thousands of schools throughout the world (Mitonga-Monga, 2022). Covid-19 led to the emergence of new schools without standardized leadership, preparation or development, inspection

framework, key performance indicators, or benchmark. These conditions led to new patterns of work in education (Kapucu & Ustun, 2018); responding to the Covid-19 crisis was not only necessary but also urgent. School leaders are expected to have special skills to prepare, manage, and find solutions to possible crises that threaten their school's existence (Dwivedi, Hughes & Coombs, 2020). Secondary schools in Uganda are no exception to this general crisis, and the details of crisis management in an educational leadership context were further investigated.

In developing countries, Mitonga-Monga (2022) asserted that several crises such as conflicts, natural disasters, and disease break out have significantly impacted schools, especially in Sub-Saharan countries such as Somalia, Kenya, Ethiopia, Niger, Guinea, Liberia, Sierra Leone, Congo, and Uganda. This has affected over 8.5 million students across these countries. In secondary schools, a crisis is an urgent situation that requires school managers to take quick and decisive action (Kapucu & Ustun, 2018). The three key components that define a crisis are: threats to a school's high-priority values; several castings and limited time for optimal responses; and unexpected responses. The school needs to take several actions: define the assessment process of risk, which enables understanding the overall threat, the vulnerability of critical activities, and potential sources of supports (Ali & Mohammed, 2018); analyze the cause, understand the consequences, grasp the crisis prevention strategy, and adjust the normalization point (Agung & Tenywa, 2020); and, eventually, restore the system to alignment. Therefore, in order for education to realize its goals, it is vital for managers or leaders in schools (head teachers and directors) to facilitate the necessary changes and innovations as well as single handedly creating order out of chaos among their staff (teachers) to enhance their job commitment in order to bring mightiness in school achievement. The leadership is an essential element of the success of

schools to achieve their goals (Nakola, 2017). The leadership or management has been added to production elements 5Ms (manpower, material, money, management and manufacturing). The benefits of school leadership lies in the extent to which the quality of school planning, organizing, directing and controlling as well as the extent of its impact on the success of individuals to unite their efforts (Agung & Tenywa, 2020). Regrettably, all this appeared to have yielded to no avail as leadership has failed to have become responsive to crisis management issues. This was investigated, especially scrutinizing the frequently applied leadership style and its influence onto crisis management.

More so, different leadership styles influence effective crisis management. For example, Korir & Kipkebut (2016) studied principals' leadership styles and teachers' commitment in crisis management in Nakuru, Kenya; and revealed that teaching staff preferred transformational leadership that includes them in decision making process rather than be coerced into compliance by their head-teachers. However, apparent contradictions arose when teachers spoke highly of leaders characterized as having democratic leadership styles as well as some having authoritative leadership styles. On the other hand, Ngatuni & Matoka (2020) established that democratic leadership style was dominant over autocratic style in crisis management. In this, 18% of school managers' ability in crisis management falls in autocratic leadership style and 82% ability in crisis management fall in democratic leadership style. Twenty-five percent or more of school days may be lost each year as a result of crisis in poorly managed schools (Nakola, 2017); contributed by gaps in school managers' leadership styles. Most secondary schools in Kenya failed to adopt online teaching during Covid-19 outbreak courtesy of weak school leadership (Agung & Tenywa, 2020). Regrettably, according to the scholars, evidence from East Africa on desired

(effective) crisis management and leadership styles in secondary schools is still in its early stages.

In the early 1990s education offered in Uganda emphasized crisis management strategies. This has been enhanced by the Ministry of Education and Sports and other development partners training school managers on leadership styles (Bipath, 2022). Leadership training as a pre-requisite for assuming productive leadership roles was then advocated for to prepare head teachers to manage teachers more prudently in order for them to effectively improve the crisis management (Walumbwa, 2021). The teachers and learning materials were adequate - making the learning environment conducive for teaching. Health and safety measures been given a priority in schools; and the school infrastructures and educational facilities like laboratory having been improved. Nonetheless, the crisis management has been steadily falling (Machumu & Kaitila, 2019). Walumbwa (2021) observed that education in Eastern Uganda was being destabilized by various variables including, landslides in Bududa, cattle raiding and cultural practices in parts of Karamoja. These have been affecting the quality of teaching in the region despite school managers' trying their best to practice what they learned under leadership styles sessions by the government of Uganda (White Paper on Education 1992).

### **1.1.2 Theoretical Background**

This study was supported by the Situational Management Theory of Drucker (1963); later developed into the Contingency Management Theory by Hersey and Blanchard in 1969. This theory links appropriately the leadership styles to quality assurance, management and maintenance crisis. It states that a curvilinear relationship exists between task, behavior and maturity (Lausanne, 2021). A school manager is to choose a right leadership

style for his/her people basing on competence and maturity of the followers. It also affirms that today, school managers do not rely on a single leadership style in all situations (Banning, 2020). There should be flexibility in leadership's style for the best team and individuals results (Kuchinke, 2019). The attributes in the theory inform the study in the following ways: school leaders can analyze the crisis situation that they encounter and adjust on their styles to match the situation. The more the groups' maturity increases, the more the school leader decreases task directed behavior and engages more with relationship behavior and crisis management. When the group's aspiration and accomplishments increases, it means it is reading the degree of maturity. With this level of high self-actualization, a school leader can delegate duties and responsibilities since he/she now understands his/her follower's needs and can suit his/her crisis management style (Kolzow, 2019).

The head-teachers equipped with contingency applicability can skillfully handle the emerging issues in today's diverse work places. This theory relates adequately to the quality of crisis management context and deals with wide-spread changes in school situations situational leadership and crisis management. Situational leadership (when wisely applied) can provide the head teachers with the knowledge of how to adjust to leadership styles to manage the crisis as well as suite the readiness exhibited by teachers in certain tasks assigned to them by the headship (Kuchynkov, 2016). It makes the head-teacher know the demands of the teachers and other school stakeholders; subsequently enhancing the crisis management (Okoroji & Ukpere, 2019). However, with allegations of inadequate utilization of appropriate leadership styles within crisis management dynamics in the secondary schools in this town council, this prompted the current researcher to opt for the research study.

### **1.1.3 Conceptual Background**

For the purpose of this study, the following terms that were frequently applied during the research process are accordingly explained:

*Leadership* shall refer to a process of getting people moved in the right direction, gaining their commitment and motivating them to achieve their goals (Ayoub & Husam, 2017). Leadership is considered as one of the key ingredients for the success of any organization. It is therefore, vital for a leader to understand what good leadership entails. Bayad & Anwar (2021) also defined leadership as the practice and process of stimulating, swaying and guiding others under one's dominion to do something in accordance with the set goals. On the other hand, Asma & Abdallah (2019) defined leadership to be the process of influencing employees to achieve set goals. In this research study, leadership was considered to refer to the process used by the head teachers in inspiring the teachers to give off their best in the pursuit of the desired results.

*Leadership styles*; according to Akan (2022), leadership styles can be defined as the manner in which a leader leads, which is reflected in the things done like communicating, exercising power and authority. According to Bipath (2022), leadership style is the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. The research study upholds this conceptualization. More specifically, leadership style therefore defines how leaders operate as well as what they do in various situations; influenced by the underlying need structure (Arnold & McKay, 2020). In this study, a leadership style was considered as a leader's method of providing direction, implanting plans, and motivating people. In this research study, leadership styles considered will

include, laissez-faire leadership, democratic leadership, transactional leadership, transformational leadership, charismatic leadership, entrepreneurial leadership, and authoritarian leadership as well as free leadership.

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

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

According to Eisenberger (2020), *laissez-faire* leadership style shall be definitive of excessive freedom that a leader (head teacher) may give to his subordinates to decide their course of action during duty execution. It is the passive standing toward institutional problem-solving. In this type of style, the head teacher rarely appears in school and he/she is not bothered about evaluation of school plans and teachers' job commitment. On the other

hand, Maseka & Mabuku (2019) refers to laissez-faire leadership style as a person may be in a leadership position without providing leadership, leaving the group to fend for itself.

The concept of **crisis management**, according to Zabadi (2018) refers to the crisis management as the environmental activates to overcome any risks that may impacts on a person, schools, businesses or any organizations. It is obvious that crisis management has is appeared as a new management principles. The significance of crisis management is to guide school managers to deal with uncertain and unpredictable occurs within school and help them to make a better plan for improving their productivity and achieving high quality of performance. Furthermore, according to (Hussain & Sinjar, 2021), crisis management is the procedure by which an association manages a significant occasion that undermines to damage the association, its partners, or the overall population.

Jordan and Tice-Owens (2016) defined crisis-management as, “an ongoing integrated and comprehensive effort that organizations effectively put into place in an attempt to first and foremost understand and prevent crisis and to effectively manage those that occur, taking into account in each and every step of their planning and training activities the interest of their stakeholders. To Henard and Roseveare (2020), a crisis is an abnormal, unstable, and complex situation that inherently represents a threat to a school’s strategic objectives, reputation, or existence. It can cause financial loss and damage the school’s reputation, whether physical, financial, or emotional (Velloo Komuji, 2018), and routine procedures cannot resolve it. To capture crisis management and organizational response nuances, it is helpful to look at crisis management from a multi-level and multidisciplinary perspective, including the individual, organizational, and institutional levels.

#### **1.1.4 Contextual Background**

Nowadays, education in Uganda is considered to be a strategically important aspect of life. It is the main factor in the development and strengthening of the intellectual potential of the nation, as well as its independence and international competitiveness (Akan, 2022). Uganda is rapidly developing into a regional and global model for economic and social development. However, in practice, the problem of modernization is the fact that reforms are developed and approved in laboratory conditions, school security, accommodation facilities, and school environment (Machumu & Kaitila, 2019). In real life, they do not work and often harm the educational process and result in an educational crisis. Suicide or self-harm behaviors, unexpected or accidental death, serious injury to a student or staff member, violent acts, and natural catastrophes are all possible triggers for school crises (Agung & Tenywa, 2020). Education crisis, for example landslides in Bududa, floods in Kasese, cattle wrestling and cultural practices in parts of Karamoja region, as well as pandemic out break (Covid-19) across Uganda. These situations jeopardized a school's stability and order, which caused students and staff to feel frightened, disturbed, insecure, powerless, among others; (Walumbwa, 2021) and this could be as a result of weaknesses in school leadership. In developing countries, including Uganda, crisis management in schools has three interrelated aspects: administrative systems which lag behind educational changes and needs; educational programs that have nothing in common with current scientific trends; and the existence of serious obstacles to the rational use of education and human resources for national development due to the inertia of society itself. Secondary schools in Uganda are characterized by several crises, such as strikes, rape, gang conflicts, fires, natural catastrophes, to mention but a few. These situations may limit the school's stability and

order, which might cause students and staff to feel frightened, disturbed, insecure, powerless, and among others (Machumu & Kaitila, 2019).

Further, the proper leadership style of the management of the educational institution is one of the possible solutions to eliminate and prevent the educational crisis. Leadership plays a vital role in educational crisis management (Ocen, 2020). Leadership styles as a combination of leadership behaviors; the way a school leader behaves in order to reach a goal or perform a function determines which kind of leadership behavior the head teacher adapts. Leadership in schools may be seen as having three main characteristics: leadership as an influence, leadership as values, as well as leadership as vision (Malunda *et al.*, 2021). Interestingly, after the global economic crisis (Covid-19 pandemic), investments in education significantly decreased and, as a result, the performance in educational institutions started to decline. Inappropriate educational programs, crumbling buildings and an investment crisis were the main problems that caused educational crisis in Uganda, Mukono district inclusive (Walumbwa, 2021). The crisis management in these schools is very poor. According to the District School Inspection Report carried out by the District Local Government (2021), head teachers' leadership styles is a very big challenge as about only 50% of the schools supervised had either crisis intervention plan or crisis management team to detect early warning crisis signals. The physical school infrastructures are found to be poorly maintained or managed; health and safety measures lacking in schools; and maintenance of physical school environment to enhance crisis management were also identified ignored. The head teachers as revealed by directorate of Education Standards Report (2016) showed that they reluctantly mobilize school stakeholders' involvement in crisis management; this showed that the respective leaderships are not doing enough to improve the crisis management in schools.

More so, Nakifuma Town Council has been trying to tackle this problem by carrying out regular inspections and equipping or training school managers on crisis management, but all these appear to have yielded to scanty positive results (School Inspection Report, Nakifuma Town Council; September, 2019). Several crises occur in secondary schools, including strikes, rape, fires, natural disaster, student death, car crashes, terror attacks, and many others. Although, school management and other stakeholders have significantly improved in averting these crises, such events still occur (Walumbwa, 2021). These school-based crises usually have long-lasting effects on students' well-being and general performance. This report and author further insinuated that the leadership styles of the head teachers in these schools were using to manage the teachers and other stakeholders to ensure their effective functioning in school programs and activities could be inappropriate to consequently detour efforts to prudent crisis management (Walumbwa, 2021; School Inspection Report, Nakifuma Town Council, 2019). Regrettably, all these have remained mere allegation without systematic answers to the issue at hand. This prompted the researcher in this study to assess the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma town council.

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

In this this 21<sup>st</sup> century where survival has become so uncertain due to different life challenges, several organizations are faced with different challenges which may turn into crisis if not well managed by organization leaders. The management of crises is what keeps organizations like secondary schools in business as others are being overwhelmed by the crisis. Various crises need different management techniques to keep the secondary schools operating. Despite the high premium placed on crisis management by the National Policy on

Education (2016), Ministry of Education and Sports and Nakifuna Town Council education department through training and retooling school leaders in crisis management skills of different types (Walumbwa, 2021), most head-teachers have not shown the anticipated results in managing crises in Uganda and Nakifuma Town Council in particular. A number of secondary schools experience several crises like strikes, rape, gang conflicts, fires, natural disaster, student death, car crashes, terror attacks, suicide or self-harm behaviors, serious injury to students or teaching staff in labs, strikes, violent acts among others. Such situations usually put at risk the school's order and stability, causing staff and students to feel disturbed, frightened, insecure, powerless, among others (Malunda *et al.*, 2021). These school-based crises usually have long-lasting effects on the staff and students' well-being as well as the general performance of the school (Malunda *et al.*, 2021). While several studies conducted on leadership styles, do exist for example (Zabadi, 2018; Machumu & Kaitila, 2019; Agung & Tenywa, 2020), analysis of these studies indicates a scarcity of knowledge on the relationship between leadership styles and crisis management in secondary schools in Uganda. Therefore, this study addressed this gap by assessing the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council.

### **1.3 Purpose and Objectives of the Study**

#### **1.3.1 Purpose**

To investigate the relationship between leadership styles and crisis management in secondary schools in Nakifuma Town Council.

#### **1.3.2 Objectives**

The study was specifically set out to:

- i. To establish the most leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council.
- ii. To assess the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council.
- iii. To examine the challenges that head-teachers encounter when it comes to crisis management.

#### **1.4 Research Questions**

The research questions included:

- i. What leadership styles are commonly used in crisis management in selected secondary schools in Nakifuma Town Council?
- ii. What are the effects of those leadership styles on crisis management in selected secondary schools in Nakifuma Town Council?
- iii. What are the challenges that head-teachers encounter when it comes to crisis management?

#### **1.5 Hypotheses**

To explore the objectives of this study, a null hypothesis was framed:

- i. No significant relationship is present between leadership styles and crisis management in selected secondary schools.

#### **1.6 Scope of the Study**

The scope was divided into three dimensions, that is; geographical, content and time scope.

### **1.6.1 Content Scope**

The study was limited to an assessment of the contribution of leadership styles on crisis management in secondary schools. The independent variable (leadership styles) and the dependent variable (crisis management) were examined. Specifically, the study was limited towards establishing the leadership styles used in crisis management in selected secondary schools, assessing the effect of leadership styles on crisis management in selected secondary schools, and examining the challenges that head-teachers encounter when it comes to crisis management.

### **1.6.2 Geographical Scope**

This particular study was conducted selected secondary schools in Nakifuma Town Council in Kyaggwe county, Mukono district. The town council is located on the main highway from Kampala, through Gayaza, Kalagi and on to Kayunga. This location lies approximately 26Km (16ml), by road, northeast of Mukono, where the district headquarters are located, and approximately 46Km (29ml), by road, northeast of Kampala, Uganda's capital city and largest city. This area was selected because of increasing crises in the Town Council (School Inspection Report, Nakifuma Town Council, 2019).

### **1.6.3 Time Scope**

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

### **1.7 Justification of the Study**

A good number of studies on leadership styles and crisis management have been carried out (Okorojii, Anyanwu & Ukpere, 2019; Sayed, 2018; Harerimana., Adegoke., Gwi., Iqba., Anwar Mohammed., Gibrilla & Eliasu, 2019; Ismail, 2020). These were carried out in different geographical settings and not in Nakifuma Town Council. Yet, the quality of crisis management still worry's a lot. The future of the school going children in the town council remains bleak if the issues at hand are not sufficiently addressed now. More so, no study (according to the reviewed literature) has ever singled out the most outstanding leadership styles *vis a vis* crisis management in selected secondary schools in this town council. Yet, it is increasingly becoming clear that leadership styles could be responsible for the dwindling crisis management in the town council. So, the research study remains justified. Hence this calls for serious investigations.

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

It is believed that results obtained from this study shall help the individuals and stakeholders in the following ways:

School Managers: This study results shall shade light on the contribution of leadership styles on crisis management in selected secondary schools. This shall be of vital importance to the education policy formulation, appointment and deployment of school heads and education officers who supervise and monitor crisis management in secondary schools. It is expected to therefore be upon these findings that more forward measures could be formulated, designed and put in action to appropriately minimize crisis management and leadership areas where there is a loophole.

Classroom teachers: The study findings shall offer vital novel views and ideas to the existing theory on leadership styles and crisis management in secondary schools in Uganda, and more so, to the rest of the developing world.

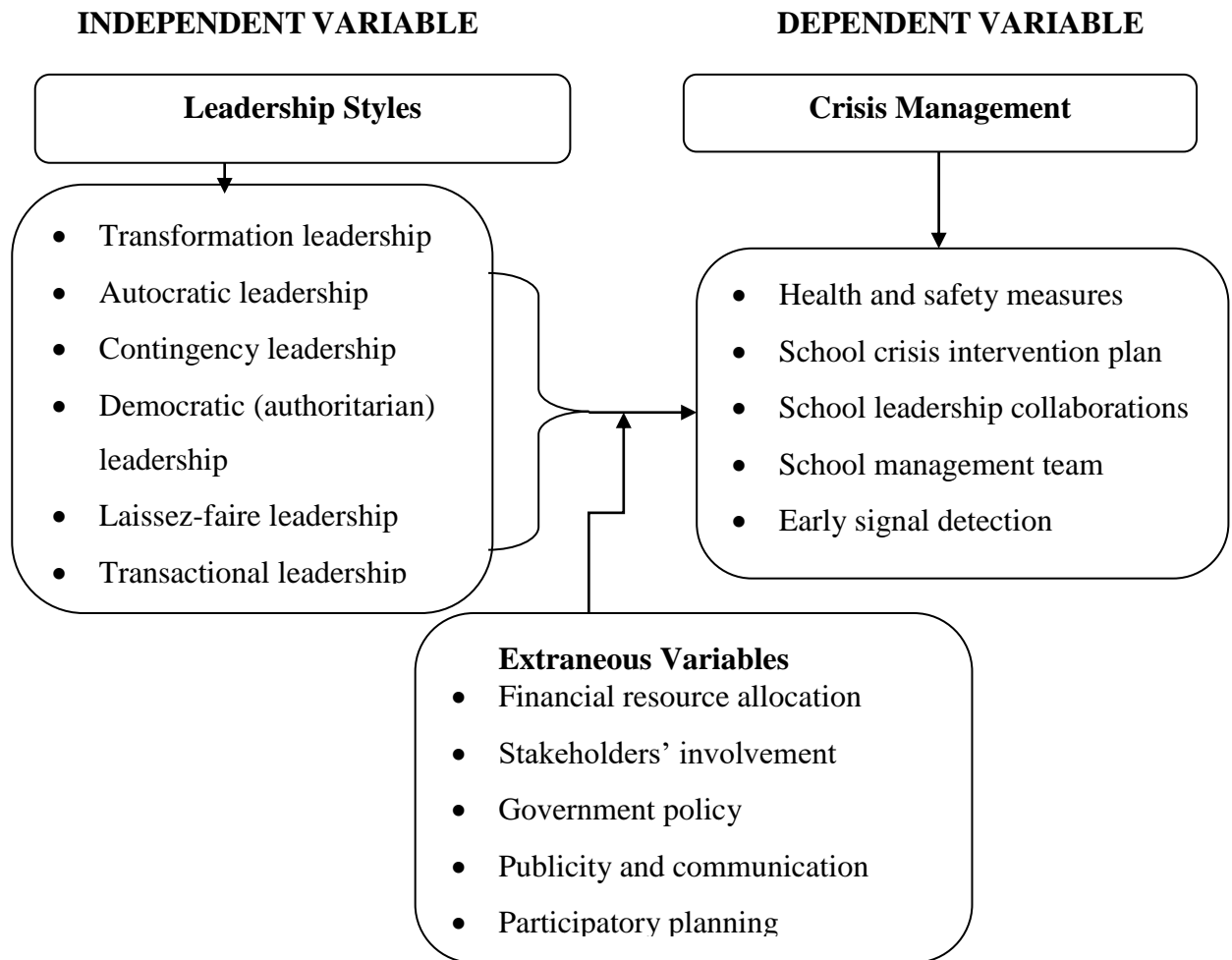
School administrators: The findings shall provide school administrators with relevant and vital information to enhance their leadership styles in secondary schools. The school administrators shall be made aware of the influence the leadership styles have on crisis management. These school administrators shall be able to adopt appropriate school management styles, given the ever changing situations in their schools and in the outer environment, given the hoped improvement of leadership in the respective secondary schools. This is expected to be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

Policy makers: This research shall assist in recommending the leadership styles which could be used by underperforming secondary schools to yield crisis management. It shall also contribute towards bringing more light to complexities of leadership styles in relation to crisis management in secondary schools. The views, ideas and knowledge generated from the findings shall serve as a baseline to the education stakeholders in coming up with strategies to improve on the leadership styles and crisis management in secondary schools.

Library users: The findings shall be used as a benchmark for furthering research on the same topic in other schools in Uganda and in other countries. The study shall add to already existing literature and information on the study topic. Future investigator shall benefit from the field study in making more analysis and find solutions to the study problem at hand.

## 1.9 Conceptual Framework

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



**Figure 1.1: Conceptual Framework**

*Source: Developed by the Researcher Herself with insights from Henard & Roseveare (2020); Malunda, Onen & Musazi (2017)*

In the conceptual framework (Figure 1.1), the independent variable is leadership styles and the dependent variable is crisis management. Leadership style was operationalized as transformation leadership, autocratic leadership, authoritarian/democratic leadership, laissez-faire leadership and transactional leadership; while, crisis management was conceptualized as the school crisis intervention plan, school leaders' collaboration, early warning detection, health and safety measures, and school management team. It's

anticipated that if the head teachers use appropriate leadership styles, the crisis management in schools shall improve; this is supported by Veloo Komuji (2018) who asserts that crisis management encompasses school managers focusing on proper crisis signal detection, damage containment (limitation), prevention/preparation, recovery and learning. This model represents the holistic crisis life cycle that stimulates action throughout the crisis, and not only during the pre-crisis or post-crisis period, like other models. Other factors influencing crisis management remained constant. These extraneous variables included majorly financial resource allocation, stakeholders' involvement, government policy, publicity and communication, as well as participatory planning.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter the researcher reviews the relevant literature with regard to leadership styles and crisis management. Journals, textbooks, websites, seminar papers, official documents and unpublished thesis were reviewed. This chapter presents theoretical review basing on the study of the contribution of leadership styles towards crisis management in secondary schools. Different leadership styles in secondary schools in Nakifuma Town Council and how they influence crisis management were studied. There is a provision for a summary of the review of literature depicting the possible gaps that were identified during this study.

#### **2.2 Theoretical Review**

This study was supported by the Situational Management Theory of Drucker (1963); later developed into the Contingency Management Theory by Hersey and Blanchard in 1969. This theory links appropriately the leadership styles to quality assurance, management and maintenance crisis (Lausanne, 2021). This research area is informed by theory of situational leadership developed by Hersey and Blanchard in 1969. With assessment of situation, the head teachers can adjust their leadership styles to fit the situation and then select the right leadership styles basing on the nature and extent of crisis. This theory affirms that contemporary school leaders do not rely on a single leadership style in all crises or situations. Ismail (2020) and Tom Rath (2019) consider situational leadership as a theory of leadership style where no one leadership style is best. This is in agreement with John Van Maanen (2019) who argues that the situational leadership theory is a result of a particular situation that dictates a type of leadership style the head-teacher deems useful.

Head teachers were then aligning their leadership styles with the needs of the crisis or situation in the school.

More so, since the theory of situational leadership acknowledges that leadership varies according to the situation a leader faces (Okoroji & Ukpere, 2019), the head-teachers need to analyze the needs of the situation they are encountering, and then, make strategic decisions on the best leadership style to use in managing crisis. Thus, the style should align with the task-versus-crisis management (Kolzow, 2019); such as; having health and safety measures, having crisis intervention plan, encouraging stakeholders' collaboration as well as crisis management team (Kuchynková, 2016). This view is in conformity with Shahmandi (2021) who noted that leadership styles such as participating and stakeholders collaboration ought to be relied on depending on the followers ability and willingness to do the crisis management or any other tasks assign to them.

Beaver (2011) as cited in Johnson (2019) asserts that today's school manager or principal is a situational leader who has the responsibility to detecting early warning signals; and this should be done by participatory planning. This view corroborates with Kolzow (2019) who averts that situational leader's most appropriate action depends on the situation and the followers. The head teacher has to assess the school environment and behavior of learners, if crisis management is to be attained.

According to Graeff (1997) and Grint (2011) as cited in Basit and Sebastian (2017), situational theory emphasizes application of various leadership styles that successful leaders desire and need to change basing on the requirements of the tasks; and the followers maturity arising from the analysis of the crisis. The constant change in the leadership style

of the head-teacher shall definitely make them potential crisis in time. Situational Leadership Theory, though appreciated by many practitioners, has, however, not been empirically tested implying that it is only a theory. It was therefore worth noting that despite its limitations, the concept of leadership styles addressed by situational leadership is core in this study, making it worth applying to underpin my research findings.

## **2.3 Empirical Review**

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the leadership styles used in crisis management in secondary schools, the effect of leadership styles on crisis management in secondary schools, and the challenges that head teachers encounter when it comes to crisis management.

### **2.3.1 The Leadership Styles Used in Crisis Management**

According to (Ayoub and Husam, 2017), leadership is considered as capabilities of a person that could influence the rest of the group of people to achieve a goal or set of goals. Therefore, the abilities and competences that a leadership demonstrates to affect a group of people to obtain a vision or a created set of objectives, additionally, leadership is concerning duplicating with transform and vision creation for inspiring individuals. Leadership styles varied, authors (Akan, 2022; Arnold & McKay, 2020) have elaborated politically and academically to talk about them, there were different points of view of both of them, but what was agreed upon among the more researchers that leadership styles are numerous and varied, they can include in what leadership styles include the following; charismatic, entrepreneurial, transformative, and transactional leadership in dealing with the crisis. This research aims at investigating the leadership styles in the Ugandan context and this resonates with the crisis management in secondary schools.

Charismatic leadership on crisis management, according to Bipath (2022) revealed that charismatic leadership has a positive but insignificant effect on crisis management. Charismatic school leaders are good at inspiring followers, speak optimistically on what needs to be achieved in the future, and instill their followers' positive ideals associated with the desired outcome. Thus, secondary schools are more enthusiastic about individuals who carry charisma and can modify and transform organizational tactics and culture as well as facilitating schools to be more flexible towards the outside environment's needs in a crisis. In a study (Celik, Akgemci & Akyazi, 2016), a crisis can cause followers to attribute a greater level of charisma to their school leader, regardless of the leader's behavior; however, the level of stress and crisis also affects the action of the school leader. Another study (Bayad & Anwar, 2021) showed that tensions and misunderstandings in understanding the critical elements of synchronizing to a crisis are an extreme concern for charismatic leadership before or even during a crisis. The leader must start by providing a clear vision of the situation more than anything. A leader must monitor, control and guide the crisis strategy in secondary schools. There remains a dearth of empirical research on the effect of leadership styles on crisis management in secondary schools especially in LDCs like Uganda.

More so, Asma & Abdallah (2019) argued that transformative leadership systematically attempts by leaders to transform members to share organizational goals from desires in themselves. This behavior is characterized by transformational behavior because leaders are expected to see a clear vision as an important driver of unselfish employee action. Transformational leadership focuses on developing teams and taking their needs into account. Leaders who focus on transformational leadership focus primarily on developing a system of values, morality, skills, and team members' motivation levels (Bipath, 2022).

Transformational behavior is essentially developed into four characteristics; idealized organizational influence, inspirational motivation, intellectual stimulus, and individual attention. Regrettably, despite of all these efforts, the crisis in secondary schools is still experienced and said to remain rife in the town council, ostensibly due to wanting head-teacher leadership styles to handle situational issues created the need for this study.

Additionally, there is also transformational leadership in accordance to Hussain & Sinjar (2021). It is a fact that crisis and leadership are inextricably related. Every follower looks up to the leaders during a crisis situation and expects them to do something. In a crisis situation, transformational leadership can lead the organization towards a better future by encouraging the organization's members to express their ideas on how to cope with the crisis and work collaboratively, to either manage or avoid crisis situations. Transformational leadership can be considered according to Jordan & Tice-Owens (2016) as “a set of interrelated behaviors, including idealized influence, inspirational motivation, intellectual stimulation and individual consideration”. Interestingly, no single leadership style can be pointed to, to be responsible for this paucity something that this research study delves in.

The model of transformational leadership was developed by Bass & Avolio (2004), including four primary factors: “idealized influence, individualized consideration, intellectual stimulation and inspirational motivation”. Transformational leadership components are explained in details as follow: Idealized influence: Instilling pride and respect for the leader; shares a vision and sense of mission; and representation of a trustworthy leader and acts as a role model for the follower. Individualized consideration: Leaders treat each subordinate differently according to his or her particular needs and

capabilities. Intellectual stimulation: Leaders “stimulate followers’ efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways”. Inspirational motivation: Leaders “behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers’ work” (Asma & Abdallah, 2019). Basing on the above view, this research investigated in details leadership styles and crisis management in selected secondary schools in Nakifuma Town Council.

Transformational leadership has been studied extensively; several studies have reported that the transformational leadership style has been associated with numerous variables, such as organizational learning (Jordan & Tice-Owens, 2016); employee effectiveness (Machumu & Kaitila, 2019); creative flexibility (Sharma, Nagar, & Pathak, 2012); communication competency (Agung & Tenywa, 2020); leadership effectiveness (Khajeh, 2018); and crisis management (Sadeghi, & Pihie, 2022). Only limited empirical studies have focused on the relationship between transformational leadership and crisis management, such as Eko, Achmad, Mustiningsih & Anselmus (2021); who examined the association between leadership styles and crisis management in the developing countries; the findings reveal that transformational leaders can predict crisis management. Similarly, Khajeh (2018) examined the role of transformational leadership style in crisis management, targeting the correctional officers of the West Bengal organizations and found that transformational leadership style has a significant association with crisis management. In addition, previous research has mentioned the requirement for more research on the association between transformational leadership and crisis management.

More to that, delegative leadership, commonly referred to as laissez-faire leadership, is a kind of leadership in which the leader stays out of the way and lets the group decide what to do (Abdallah & Alkhrabsheh, 2019). Moreover, the leader's lack of confidence in his supervisory abilities and lack of defined goals for how they may operate hinder the group's ability to make choices, which places an undue burden on subordinates. According to Olukayode (2022), a laissez-faire leader gives in to Theory Y. According to this theory; since everyone has an inbuilt feeling of duty and is naturally driven to work, there should not be any laws.

Transactional leadership requires leaders to make negotiations and agreements with their followers. In schools, this is applied when principals involve student councils in decision-making on student discipline. A transactional leader caters to the short term needs of his or her followers as long as the task lasts (Wanyonyi, 2016). Abdallah and Alkhrabsheh (2019) also assert that in the short term, transactional leaders may maintain followers' motivation by using a framework that includes rewards and penalties. Transactional leaders build structure, prioritize planned and scheduled work, and designate the followers' primary duties. It was therefore worth noting that despite its limitations, the concept of leadership styles is core in this study, making it worth applying to underpin my research findings.

Transformative leadership on crisis management: Transformational leadership has a significant positive effect on crisis management. This finding is in line with several previous studies, which examined the impact of transformational leadership on crisis management (Ali & Mohammed 2018; Alzoubi & Jaaffar, 2020). Transformational leadership and emotional intelligence can bring success to work in conflict situations (Ayoub, 2017). Likewise, when a financial crisis occurs, transformative leadership is an essential part of

effective leadership. Transformational leadership with effective work procedures can also improve educational institutions' overall performance in crises (Ali & Mohammed, 2018). Transformational leadership in crisis conditions where leaders can use various mechanisms and strategic processes to improve understanding and substantive decision making, have collective support, have resilience, and build adaptive capacity when a crisis continues. Transactional leaders are always willing to give something in return (Bowers, Hall & Srinivasan, 2017). It can include several things like promotions, raises, performance reviews, extra responsibilities, etc. This leadership strategy conceptualizes behavior that seeks to meet employees' higher needs to involve them in achieving organizational goals (Bundy, Pfarrer, Short, & Coombs, 2017). Higher employee perceptions of aid and fairness in the organization through leaders' transactional behavior increase their affective organizational commitment. However, with allegations of inadequate utilization of appropriate leadership styles within environmental dynamics in the secondary schools in this town council, this prompts the current researcher to opt for the research study area.

Transformational leadership is described as an influential process in which leaders help their followers develop new perspectives about themselves, the possibilities and problems in their surroundings, and what is essential. Proactive transformational leaders inspire their people to pursue higher potential and success (Abdallah & Alkhrebsheh, 2019). A transformational leader looks out for his followers and mobilizes their resources to satisfy their needs and potential. A successful leader should be able to alter society for the better. Four elements comprise transformative leadership: idealistic influence, inspiring motivation, intellectual stimulation, and individual concern. This is further explained by Zakeer and other scholars asserting that leaders having Idealized Influence exhibit increased care for and awareness of the needs of their followers and foster a spirit of group risk-taking. Intellectual stimulation

encourages subordinates to be more creative and original in problem-solving techniques. Inspirational motivation provides a source of inspiration and challenges the followers to attain the stated goals (Zakeer *et al*, 2016). Abdallah and his colleagues further assert that a transformational leader fosters teachers' intellectual growth while igniting their zeal for change. By inspiring followers and paying careful attention to them, transformational leaders may promote an excellent corporate culture, accomplish goals more quickly, and enhance stakeholders' work satisfaction and organizational loyalty.

Additionally, transactional leadership on crisis management: Transactional leadership has a positive but insignificant effect on crisis management. The results of this study are in line with (Ayoub, 2017). Transactional leaders are responsible for enforcing routines by managing individual performance and facilitating group performance during the crisis stage. To provide returns, transactional leaders reward for excellent performance or withhold rewards such as remuneration, promotions during the post-crisis phase. Transactional leaders use rewards and punishments to gain compliance during the action stage to ensure timely, efficient, and practical implementation of mitigation strategies (Cho, Shin, Billing, & Bhagat, 2019). These leaders focus on a small set of individual details; smart, follow the rules, and get the job done. Transactional leaders are bound by rules and regulations, making them unsuitable for managing the dynamics of most crises. Regrettably, according to the scholars, evidence from Ugandan secondary schools on desired (effective) leadership styles is still weak in some secondary schools, specifically in Nakifuma Town Council.

Entrepreneurial leadership helps create an encouraging atmosphere to change and innovate in schools (Daniels, Hondeghem & Dochy, 2019). It shall achieve the mindset of entrepreneurial leadership through the development of strategic resource management.

Entrepreneurial thinking and the ability to manage strategic resources will increase creativity and innovation to positively impact organizational performance (Ayoub, 2017). He then separated this leadership style into four dimensions: explorers, miners, accelerators, and integrators. It aims to combine these dimensions with “general entrepreneurial leadership behavior. Entrepreneurial leadership on crisis management: entrepreneurial leadership harms crisis management. The ability of entrepreneurial leadership in terms of catalyst refers to the leader’s organization’s behavior and how the leader indirectly encourages change and opportunities. Alternatively, they stimulate new approaches, innovation, and entrepreneurial action among their subordinates by creating a supportive environment (Dwivedi, Hughes & Coombs, 2020). It makes the leader spend more time rather than other types of leadership. Time is one of the most valuable resources in a crisis, and it cannot be wasted to do need’s analysis. One part of leadership behavior needed in facing a crisis is how strong leadership implements actions in a crisis. In applying this assertive behavior, it must be precise to avoid destructive leadership. It is essential to highlight that the same type of behavior may not have the same impact in different contexts and situations. For example, a school leader with fast and difficult decisions during a stressful situation can be considered constructive while the same leader can be regarded as destructive if he uses the same behavior when the case is less stressful. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Kendra Cherry (2020) describes autocratic leadership as a style that gives full empowerment to the leader with minimal follower’s participation. It is rigid and the setup is highly control. Maintaining order is a core function, the power flow and communication is unilateral and moves downwards and yet communication is one of the key elements for

attainment of crisis management. Sayed (2020) emphasize the three fundamental tenets of the democratic leadership style: decentralization of authority, participatory planning, and collaborative communication. These traits occur when a principal demonstrates trust, confidence, and motivating reward. The primary decision-maker, who is the head-teacher in this case, involves the stakeholders in the process of deciding what to do, how to do it, whom to do it for, when to do it, and for whom through persistently appealing for meetings, like Parents and Teachers Association (PTA) meeting and staff meeting. However, they retain ultimate control and authority in making the final decision. Autocratic leadership is characterized by a leader's lack of confidence and complete lack of trust in their subordinates. They make choices, threaten to punish school stakeholders, never delegate, and lack cooperation and communication (Tedla *et al.*, 2021). Autocratic leaders often make decisions based on their ideas and judgments and seldom take their followers' opinions, which calls for total and dictatorial control over the organization. These leaders want their followers to fulfill their orders, thus need for this study to ascertain the situation in secondary schools in Nakifuma Town Council.

Morin (2009) in Haneen Ismail Sayed (2020) supports this assertion that autocratic leadership style allows the school manager to retain much authority and decision making which he imposes on the teaching staff to implement crisis management. In his study, Sayed (2020) found out that teachers negatively view the application of autocratic leadership style in enhancing quality of teaching. This was corroborated by Nyamboga, Gwiyo, & Chukwasa (2019) who stress out that this leadership style is nowadays not applicable since it does not so much increase the efficiency and productivity of the teaching staff. In their study on a Critical review of the leadership styles on the performance of public secondary schools in national examinations in Tana River County,

Kenya, they found out that, ‘the autocratic nature of the principals’ leadership styles influence teaching negatively’. Head-teachers need to obtain the teachers highest efficiency and productivity level, since over controlling may not yield desired results.

Authoritarian leadership sometimes called the tyrant or dictator and this pattern is often common in military establishments where the advantage of this style in sanctification drives instructions, procedures and control decisions demanding follower for implementation as seen without taking into account the humanitarian aspects (Bowers, Hall & Srinivasan, 2017). Authoritarian leader characterized by its individual decisions may constitute an essential need of the organization or the country in certain stage of the crises such as disasters, wars and crises that require emergency decision-maker is able to bear responsibility and firm and non-hesitant. In the case of Commander authoritarian lacking participation by others and the disruption of the possibilities of individuals mental and lacking innovative initiatives and creative by virtue of its non-acceptance or Consults by authoritarian Commander. Therefore, this remains the leader prisoner for his ideas and limited experience, which brings a lot of horrors and tragedies to his organization or community. But the negatives and notes drawbacks of this type of command does not prohibit mention of its importance, this pattern was characterized by those leaders who possess qualities and Charisma make them a source of persuading and attracting others by moving feelings towards them, authoritarian leader has emerged through the history from Huallaga, Hitler, Jamal Abdel Nasser to Saddam Hussein in Iraq. It also adsorb this style of the commander is often surrounded by doubts about belonging and live under the umbrella of fear and caution. However, this research was not school based, thus need for the study to be conducted basing on selected secondary schools in Uganda.

In terms of democratic leadership, Hussain & Sinjar (2021) asserted that democratic leadership believes in the capabilities of the right of others to participate in the decision-making process and take responsibility in crisis management. The advantage of this type of leadership that the majority of them clear electoral programs and throwing targets to be achieved, which is the basis for building others involvement and the convictions around them, whether their arrival to the leadership position by election or agreement. Their programs and projects might be elected on the basis of which are incompatible with some Laws prevailing in the organization or the community, which requires them to extraordinary efforts on the work of Laws change and develop in line with their policies to achieve the goals that were promised (Walumbwa, 2021). This style of leadership believes to shoulder responsibility, collective participation and so often has a distinct and creative leader, where he benefit from the experiences of others and be employed in achieving the goals, democrat leader can be held accountable for his mistakes and inflicts penalties unlike the authoritarian leader who often puts himself above Laws. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost four years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

In terms of free leadership kind of commander, Machumu and Kaitila (2019) argues that the exceptional cases was to be through inheritance as in monarchies or being a landlord in some economic organizations, and this may not have the leader of the qualities of leadership which it takes to lead the organization effectively and efficiently, he is often permissive and unable to decide which encourages workers someone or a group of them to make important decisions instead of him, they are not care for indifferent results or the dangers that surround the organization and threaten its existence and continuity. This leadership style appears in the eyes of workers as indulgent democratic and collaborator respects the views and ideas of

workers being weak and unable to lead and guide them. With regards to the leadership styles in question, the researcher developed a sense of concern in achieving knowledge on the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council.

### **2.3.2 Effect of Leadership Styles on Crisis Management**

According to Bayad and Anwar (2021), the impact of the Covid-19 pandemic has significantly changed and knocked the bottom out of education structures. The principal's leadership role is to manage a crisis and bring the school to a normal point and the system back into harmony. Different types of leadership shall be more effective in different conditions. The attributes and skills needed for school leadership in crisis are fundamentally different from management in a regular school environment. It is associated with strong school leadership in dealing with events, emotions, and consequences in the upcoming times by minimizing personal and organizational harm to the school and community. Crisis in many forms is bound to occur in schools, no matter how well they are led and managed. Many crises occur without any warning; others gradually emerged. Some crises can be resolved quickly, while others can take a longer time (Bipath, 2022). Leadership influences someone else's actions to attain goals in a particular setting or organization. Leadership style is a combination of a leader's traits, abilities, and actions that he uses to communicate with his followers. It is based on four factors; values, trusting subordinates, leadership orientation, and a sense of security developed in crucial situations.

Furthermore, as debated by (Asma & Abdallah, 2019) for the success of the leadership, it is significant to recognize that, it is considered as a social development as well as it is vital to recognize how an individual acts and crisis management. According to (Bipath, 2022), it

engages showing the path that shall motivate individuals to work enthusiastically through creating harmony forward to goal accomplishment. It is factual to explain that, leadership effectiveness within an organization relies on how individuals perform and act concerning of objectives accomplishment fruitfully, and for this aim, successful leaders those who are able to provide value, by determining the best suit to the situation. Meanwhile, a successful style of leadership targets to determine what the organization's future looks like to be and assist in bringing together individual with leader's vision and affect each individual to achieve organizational vision regardless of the all crises or barriers (Arnold & McKay, 2020). Furthermore, the functional method involves that, leadership happens according on four significant actions: ability to adapt the change, being committed to the school and organizational vision, setting the direction, and establishing organizational mission.

In the educational context, leadership influences teachers, students, and other stakeholders and is not limited to a single person. Ideally, the influencing process should lead to a climate of effective learning experiences that create value-added responses to all stakeholders' interests and keep all the organizations in schools (monitoring the learning process, managing personnel, allocating resources, and so on) running smoothly. This type of leadership is a combination of various traits, characteristics, and behaviors used by a leader to collaborate effectively with those being led (Bayad & Anwar, 2021) to achieve organizational goals. Leadership styles can contribute effectively to determining organizational performance (Arnold & McKay, 2020). Contingency theory explains that not all leaders may have the same level of skills and competencies when facing a crisis or challenging environment (Asma & Abdallah, 2019). This research's leadership styles are charismatic, entrepreneurial, transformative, and transactional leadership in dealing with the crisis.

Another study (Ayoub and Husam, 2017) also revealed that crisis management in schools related to the main driving factor that causes schools to fail to deal with crises. It is schools where they cannot catch early warning signals of a crisis, the inability or reluctance of school leaders to see the world objectively and change the culture. In this study, the crisis that occurred is the impact of the Covid-19 pandemic, which had brought chaotic situation and required new methods of school to survive. Components in crisis management include preparing for crises, facing crises, and recovering from the crisis. Preparing for a crisis is preparation for facing a crisis by involving the construction and consideration of various relevant scenarios (Akan, 2022). Responding to a crisis is a second thing done in several stages; get the facts, implement relevant contingency plans, or quickly adapt to deal with the current situation, be assertive, show concern, and communicate. The next thing is to recover from the crisis. After a crisis, everything needs to get back to 'normal' as fast as possible.

More so, crisis management builds on and complements emergency management routines and structures, and it is also providing selective adaptation to the specific circumstances of a crisis or disaster (Arnold & McKay, 2020). Leadership in crisis is how a leader prepares himself for fast change and reacts decisively and appropriately. Leaders must work together and communicate crisis management both internally and externally. In crisis conditions, transformative leadership can drive the team to achieve organizational goals of how leaders can build staff commitment in supporting managers and people in pioneering change (Celik, Akgemci & Akyazi, 2016). Members no longer work with standard work patterns but finding new ways to get out of the crisis. In this case, a leader needs to develop competencies for both individuals and teams in crisis management to overcome various types of crises to return to normal organizational conditions; with transformative leadership, the leader can have a positive impact on organizational learning and knowledge sharing.

In crisis management, the most powerful factor in having an impact on crisis management is the ability of the organization to organize various programs. These findings are consistent with how predetermined task-oriented leadership behavior has the highest level of impact on the effectiveness of crisis management (Asma & Abdallah, 2019). In this condition, the organization has tried to learn from the crisis and has developed and defined a kind of “action plan” for future problems related to crisis management (Celik, Akgemci & Akyazi, 2016). In a crisis, there is no much time to identify and consider options. The implementation of carefully considered contingency plans means the members and other stakeholders are alert regarding what to do, and who should do it (Smith & Riley, 2012). School managers with high reliability are more able to execute tasks in preventing a crisis.

Charismatic leaders are good at inspiring followers to speak optimistically about what needs to be achieved in the future and instilling in their followers’ positive ideals associated with desired outcomes (Asma & Abdallah, 2019). Using evolutionary psychology terminology, the writer defines charismatic leadership as a signaling process in which a leader conveys his or her ability to solve pressing challenges of coordination and cooperation in groups. This process is context-dependent but essentially consists of: drawing attention to recruiting followers; harnessing the extraordinary abilities of rhetoric and knowledge of cultural symbols and rituals to inspire and offer a vision; minimizing perceived risk and cooperation; and, aligning these followers towards common goals (Arnold & McKay, 2020). There are four aspects in this style: individual traits, it is the unique set of skills and abilities the leader possesses; follower behavior, it is how and why followers are motivated; organizational or contextual influence, it is the extent to which the leader interacts with the needs of followers and organizational goals; and results, it is linking leader’s charisma to measures of success such as increased team productivity or job satisfaction.

Furthermore, effective crisis management can minimize the impact of the crisis on organizations (Celik, Akgemci & Akyazi, 2016). A review of the previous literature has revealed that in times of crisis, effective leaders have taken crucial actions to reduce the concerns of the organization members and inform them how the crisis could affect them. Bayad & Anwar (2021) stressed that to mitigate the consequences of the crisis, transformational leadership is the best choice, and it works perfectly in the immediate and post-crisis stages. Likewise, in a crisis situation, transformational leadership has been identified by researchers as the most comprehensive and effective approach. Transformational leadership style has been extensively and intensely studied, whereas transformational leadership style during the crisis in secondary schools still were explored with focus on Nakifuma Town Council.

Research on the importance of the transformational leadership during a crisis situation, are still scant, according to Asma & Abdallah (2019), who advocated that there is still much to learn about the effectiveness of transformational leadership across cultures during a crisis situation. However, crisis experience enhances the crisis leader's sense-making abilities of the situation, and their learned lessons contribute to a more confident. Thus, manager's prior experience in a crisis situation assists to understand approach of crisis readiness (Bipath, 2022). Many studies mentioned that leader experience of a crisis makes the organization to be better prepared for future crises. According to the discussion above, there is a lack of empirical studies that have investigated the vital factors affect crisis management, especially during crisis confrontation, such as leadership style and the role of school manager's crisis experience. The gap is excited and justifies the need for empirical studies to be conducted while the secondary schools in Nakifuma Town Council are experiencing the crisis.

Lojpur, Aleksic, Vlahovic, Honglei & Bichen (2018) argue that autocratic leaders maintain a high individual control over all decisions, define all the activities, and seek no participation from group members creating an environment where every employee feels at ease working and participating in the making of decisions in the workplace. The argument above creates oneness among the employees, making them more enthusiastic at work but in contrary, Yahaya, Osman, Mohammed, Gibrilla, Cheng and Wang (2020) argued that because of the absolute power wielded by autocratic school leaders over their followers with limited powers to make decisions, though sometimes for the good of the institution, it results in high degree of absenteeism and high teachers' turnover much as it is reliable for some routine jobs, and those that do not need skilled labour. A study carried in Tamale Polytechnic leaderships' excessive use of authority and how it impacts on teaching staff productivity, and the findings indicates that school managers exercising excessive authority over their followers reap resentment and decrease teaching staff productivity. Similarly, Halkos and Houbouboi (2018) in their study of the relationship between the selected leadership styles and crisis management ascertained that a negative correlation existed between autocratic leadership style and the crisis management implying that principals' leadership style directly affects crisis management.

Further, Hussain and Sinjar (2021) asserted that the leadership is an essential element of the success of organizations to achieve their goals. The vital of leadership lies in the extent to which the quality of planning, organizing, directing and controlling and the extent of its impact on the performance of individuals to unite their efforts. While there are organizations suffer from a scarcity of resources and lack of experience of its members, but it can achieve its goals by virtue of driving efficiency Hence, it is clear that one of the most vital elements of the success of the organization depends on the availability of appropriate leadership

position to unify and coordinate efforts and sharpen motivating individuals to achieve their goals. It can also be driving management style and direction one of the elements of organizational commitment and strong incentive which leads to the exploitation of all the efforts and the elements available to the school. In order to prevent a crisis in the future, it is necessary to determine the optimal leadership style. A lot of research is aimed at studying leadership styles of educational leaders, but the influence of leadership style on education crisis is poorly studied (Machumu & Kaitila, 2019). Taking into account the existing problem, we determined the goal of our research: to find out the relationship between leadership styles and the quality of higher education and to determine the most effective leadership style for preventing an educational crisis.

Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Through a rewards and punishments system, transactional leaders are able to keep followers motivated for the short-term. Laissez-faire leadership, also known as delegative leadership, is a type of a leadership style in which leaders are hands-off and allow group members to make the decisions (Jordan & Tice-Owens, 2016). The researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. The innovative and creative management style is one of the priorities. It involves profound knowledge in management, ensuring the adoption of non-standard and optimal decisions, as well as management actions to improve the professional competence of teachers in managing the quality of the educational process. This view was collaborated by Aung & Masare (2020) who opined that autocratic leadership style applies rewards and punishments in order to induce behavior. Besides, Adeyinka, Ayeni, & Popoola (2017) argued that the autocratic leader directs group members on the way things should be done. The school manager does not

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

Numerous models of crisis management have been developed by researchers, such as Walumbwa (2021); and Sadeghi & Pihie (2022) developed a crisis management model, which includes five mechanisms that need to be in place: “signal detection; prevention/preparation; damage containment (limitation); recovery and learning”. This model represents the holistic crisis life cycle that stimulates action throughout the crisis, and not only during the pre-crisis or post-crisis period, like other models. However, previous studies have identified the factors influencing crisis management, such as long-term strategy, internal and external strategic orientation and crisis readiness (Eko *et al.*, 2021); all this greatly influenced by school leaders. Accordingly, no study accommodates transformational leadership, manager’s crisis experience and crisis-management stages. Therefore, this study examined the effect of those factors on crisis management, with particular reference to Nakifuma Town Council.

Ocen (2020) argue that the democratic style assumes that the leaders attain power from the people that fall under them, and that followers (teachers) are self-driven and creative when they are highly motivated. Winkler, Itiola, Bass, Lei, & Akram (2020) agreed that where as a democratic leader has a final say in decision making, he/she values team members’ contributions in the decision making process, hence increasing the workers job satisfaction. Zabadi (2018) as well argue that the head-teacher and his leadership skills

greatly determine the growth and development of the institution by discovering gaps in teachers' competence, and rendering teacher support and professional development with the purpose of improving on the teaching-learning process; and indeed, this concurs with Ngatuni & Matoka (2020) who argued that leaders (head-teachers) ought to give support to the employees (teachers) in the workplace to make them committed in attaining the goals while satisfying their own needs and participating in crisis management at the school. With regards to the leadership styles in question, the researcher developed a sense of concern in achieving knowledge on the leadership styles and crisis management in secondary schools in Nakifuma Town Council.

### **2.3.3 Challenges Head Teachers Encounter during Crisis Management**

According to Ismail (2019), while the crises may frequently come step by step by giving warning signals, it may as well be encountered as a result of certain sudden events. In this frame, the crises can be divided into two categories as sudden crisis and continuing crisis. These are inclusive of the sudden spoiling and imbalance of the situations negatively affecting the school managers, teachers, local leaders, students, suppliers, public opinions, organization revenues and outcome, without any warning to the organization leaders. According to (Okoroji, Anyanwu, & Ukpere, 2019), the crises may sometimes arise from the internal inadequacies of the school. In other word, the situations such as the rigidity of the organizational structure, communication deficiencies and incapability of the school managers may arise as crisis factors. A second vital reason for the encountering of crisis in leadership is the inadequacies and problems within the leadership styles.

Iqbal, Anwar, & Abbas (2019) asserted that limited financial resources of the school to effectively handle crisis outbreak undermine school managers' ability to properly have

effective crisis management. Secondary schools always get their financial aid from government, parents (school fees) and other development partners; however, it is always limited to cater for the required planned school infrastructure projects. Schools lack standard classroom infrastructure, accommodation facilities and equipped laboratory. Rutkowski, Jude, Kark, and Avolio (2021) argue that limitation of financial resources in a school undermine school managers' ability to effectively minimize the crises. They get limited by financial resources to procure fire extinguishers in case of any fire outbreak in a school; limited resources for the construction of permanent and well ventilated classroom and dormitory, as well as to properly remunerate teachers to avoid their involvement in strikes, creating a gap for the study.

More so, Bilal, Kuchenke and Baughman (2019) noted that the geographical location of the school undermines head teachers' ability to control or minimize crisis. For instance, those secondary schools located in hilly areas of Bududa have been facing landslides and head teachers have nothing they can do about it. The same case applies to those secondary schools in Kasese advancement to Mt. Rwenzori who have been taken away by floods. Besides, Basit, Sebastian, and Azuh (2021) argued that head teachers in secondary schools have been undermine by the cases of cattle resettling and cultural beliefs. There have been high cases of students' dropout during period of cattle wrestling. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data will be analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Basit, Sebastian, & Azuh (2021) argued that government policy limits school managers' ability to manage crisis. Recently, Covid-19 outbreak, governments across the world,

Uganda inclusive had a presidential directive to close the schools to minimize the Covid-19 spread. Covid-19 pandemic has not affected children's lives, but have also affected education and teaching-learning environments, and methods. In Uganda, schools were closed, the education process was interrupted and the children started e-learning at home. Most countries around the world have temporarily closed educational institutions to minimize the spread of Covid-19 pandemic. With the outbreak of Covid-19 pandemic in December 2019, 107 countries closed schools as of March 18, 2020. More than 90% of the school going children in the world has been affected by the closure of schools, and head teachers have nothing to do to this situation (Aung & Masare, 2020). Many Described as the new normal in the world, this crisis of Covid-19 pandemic has affected the education and teaching processes, and brought along many challenges. However, the study was carried out outside Uganda, not entirely secondary schools based and carried out almost five years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Allen, Elks, Outhred, and Varly (2018) revealed that the challenges of teaching crisis management stem from the limits of knowledge related to the field itself: first, the conceptual challenge reflected in the difficulty of reaching a consensus on the very definition of the concept of a crisis, and the theoretical challenge reflected in the coexistence of multiple theories that may be sources of confusion; second, the practical challenge resulting from the difficulty of delineating the skills required at various phases of a crisis and of managers other than senior managers; and third, the reflective challenge related to the lack of knowledge with respect to the actors' behaviours, emotions and decisions in the period immediately preceding the crisis (incubation), and in the immediate aftermath (learning). Crisis management is, in itself, a paradoxical expression to the extent that it

combines two apparently contradictory terms: management and crisis. On the one hand, management involves anticipation and planning, providing guidance, and help to control a crisis; on the other hand, the crisis is unique, exceptional, and a priori, impossible to plan or to manage (Waithaka, 2017). With regards to the leadership styles in question, the researcher developed a sense of concern in achieving knowledge on the challenges that head teachers encounter when it comes to crisis management in secondary schools in Nakifuna Town Council.

## **2.4 Summary of Literature Review**

This chapter presents the review of literature relating to the leadership styles and crisis management. The researcher presents leadership theories that inform the area of study. There are many types of leadership: participative, cooperative, collaborating, sustainable, partial and autocratic. The most common investigated leadership styles were transactional, transformational and laissez-faire styles. Transformational leadership is defined as a process of influencing in which leaders change their followers' awareness of what is important and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive and they persuade their followers to strive for greater potential and achievement as well as crisis management. Debate was centering on the crisis management and the fundamental requirements for developing effective secondary education (Akan, 2022). The review of the literature illustrates that involving stakeholders' involvement in the decision making process elicits their commitment to the implementation of school goals thus enhancing crisis management. There is still work to be done on the influence of leadership styles on the crisis management in secondary schools in Nakifuna Town Council. My research was close to that of Malunda *et al.*, (2021) whose study on instructional supervision and the pedagogical practices of head teachers in

Uganda establishes that the school authorities are not adequately engaged in instructional supervision allowing stakeholders to employ pedagogical practices and collaboration that are not effective in fostering crisis management.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research Design**

The study employed a cross-sectional survey design that involved selected secondary schools in Nakifuma Town Council. A cross-sectional survey design according to Kothari (2013) as cited in Tumuhimbise (2017) is the type of research design where data could be collected from different respondents at a single point in time. This type of design was used because it enabled the investigator to collect data at once from only the sample population to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The cross sectional survey was handy in this study since it accommodated a variety of data collection methods that facilitates a quantitative understanding of the study phenomenon (Nyenje & Nkata, 2016). It therefore enabled the application of both qualitative and quantitative methods of data collection and analysis. The quantitative data was collected through the use of questionnaires; whereas the qualitative used interview guide to cover areas where some variables cannot be easily quantified. This design was selected because different categories of respondents were studied at one point in time.

### **3.3 Area of Study**

The study was carried out in selected secondary schools in Nakifuma Town Council in Kyaggwe county, Mukono district. The town council is located on the main highway from Kampala, through Gayaza, Kalagi and on to Kayunga. This location lies approximately 26Km (16ml), by road, northeast of Mukono, where the district headquarters are located, and approximately 46Km (29ml), by road, northeast of Kampala, Uganda's capital city and largest city. This area was selected because of increasing crises in the Town Council (School Inspection Report, Nakifuma Town Council, 2019).

### **3.4 Sources of Information**

According to Creswell (2014), "data sources refer to the existing recognized literature whether published or unpublished as long as it has been accepted by the academic for any organization of good reputation". The researcher used both primary and secondary information sources. Sekaran (2003) stated that, "primary data is data was obtained from the field by the investigator on the variables of interest for the specific purpose of study". Primary sources of information were those which were original in nature and were got for the first time. Data was collected by the use of questionnaires and interview guide. Questionnaires were designed using Likert scale.

On the other hand, Kothari (2013) point that, "secondary data is the data which was collected and analyzed by someone else". A range of documents were gathered for analysis including; government policy documents, crisis management records, textbooks, journals, magazines, research reports and internet sources which the researcher made the best use of it.

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

#### **3.5.1 Population of the Study**

The target population involved; Head-teachers (4), Deputy Head teachers (4), District Inspectors of School (2), District Education Officer (1), and teachers (99), in accordance with the District Education office records (2022). The head-teachers and deputies were treated with the same instrument since both constitute the headship of the school. They were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, the teachers were assumed to be the keen consumers of the head-teacher leadership styles, so they were seen to be good complements to articulate issues connected to the variable to be scrutinized. Teachers were selected in order to obtain reliable and valid information required for this study.

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

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba and Nsubuga (2014) sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study. In this regard, out of 110 target population, 86 sample size were considered. These included; four (4) head teachers, four (4) deputy head-teachers, two (2) District Inspectors of School, District Education Officer (1), and seventy-five (75) teachers. This enabled the researcher to get a variety of views and unbiased response which made the research study a reality.

**Table 3.1: Sampling Frame**

Category	Population	Sample	Sampling
Head teachers	4	4	Purposive
Deputy head teachers	4	4	Purposive
District Inspectors of School	2	2	Purposive
District Education Officer	1	1	Purposive
Teachers	99	75	Simple
Total	110	86	

Source: (District Education office records, 2022).

The study involved both male and female participants selected purposively for head-teachers, deputy head-teachers, district education officer and district inspectors of schools as well as randomly for teachers. The schools included in the study were selected using purposive sampling method.

### **3.5.3 Sampling Techniques**

The study employed both simple random sampling and purposive sampling technique to select the study respondents. Simple random sampling was applied to select teachers because all the members in the sample had an equal opportunity of being selected and to avoid biases (Taherdoost, 2016). In this, one set of small pieces of paper of the same size were prepared for all the teachers for each school. That is; 75 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teacher participated in answering the questionnaires.

On the other hand, purposive sampling was used to select District Education Officer, District Inspectors of Schools, Head-teachers, and deputy head teachers from whom the

researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information.

### **3.6 Variables and Indicators**

#### **3.6.1 Variables**

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

#### **3.6.2 Indicators**

Leadership styles included elements of autocratic leadership (i.e commanding, imposing and forcefulness), democratic leadership (i.e., consultative, inclusive and persuasive), and laissez faire leadership (i.e., freedom to group discussion, authority delegation and responsibility abdication). On the other hand, crisis management included elements of crisis intervention plan, crisis management team, stakeholders’ collaboration, health and safety measures, and detecting warning signals.

### **3.7 Measurement Level**

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A Likert scale is a scale was used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It was recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five–point scale which included the following kinds of answers

were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was also used for period one had been in school.

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

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

Additionally, this focused on obtaining the primary data (from the reliable source) that was needed to produce the report findings. Data collection exercises were done using interview guide with the selected respondents following the set questions and questionnaires respectively. This was applicable for collecting both the qualitative and quantitative data respectively. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, and adjustments, and later proceeded with the actual data collection; that is, interviewing the selected participants. The process then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

### **3.9 Data Collection Methods**

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

#### **3.9.1 The Questionnaire Survey**

This data was collected using mainly a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings. Teachers responded to the prepared questionnaire because it was easy to administered, saved time and were collected at the respondent's convenient time. Closed-ended teachers' questionnaires were distributed to the selected schools to find out the teacher's views on the leadership styles their head teachers employ and how they influence crisis management in their schools.

#### **3.9.2 Interviews**

The district education officer, district inspector of schools, Head teachers and deputy head teachers were interviewed to confirm data collection using questionnaires. This confirms teacher's responses to the questionnaire since interviews enabled the participants to inform the researcher on aspects of the setting and situation that she was not familiar with (Drew, Hardman and Hart (1996) as cited in (Nsubuga, 2019). The interviews could be taped or recorded for future reference.

### **3.10 Data Collection Instruments**

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

#### **3.10.1 The Questionnaires**

A set of questionnaires were developed for the seventy-five (75) teachers only. The design constituted close-ended questions covering 5 items on the respondent's background in Section A, 10 items on leadership styles in Section B, 10 items on leadership style and crisis management in section C, 10 items on the challenges that head teachers encounter when it comes to crisis management in section D and 12 items on crisis management in section E. All items on section: B, C, D, and E were measured on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A questionnaire with sufficient quantity was used because of their suitability in reaching participants in a large sample and also enabled them to give information that is free of influence. The questionnaires were used to obtain data on participant's background, the leadership styles and crisis management. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best tools for quantitative research.

#### **3.10.2 Interview Guide**

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

### 3.11 Quality/Error Control

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

#### 3.11.1 Validity

According to Sekaran (2003), “validity refers to the degree to which results were obtained from analysis-of the data actually to represents the phenomenon under study”. The validity of the questionnaires was determined by pre-testing the tools. Pretesting was done by administering to ten (10) participants within the study population but outside the sample. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in secondary schools, outside the sample secondary schools in Nakifuma Town Council that did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300$$

$$\text{Invalid items} = 45$$

$$\text{Relevant items} = 300 - 45 = 255$$

$$\text{CVI} = 255/300 = 0.85$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items

were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

### **3.11.2 Reliability**

Reliability is the degree of consistency that the instrument demonstrates (Stephanie (2016). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers were more credible once Cronbach alpha was always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on leadership styles, plus issues of crisis management) shall accordingly be aligned. Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index generated by SPSS. The results are presented in Table 3.2.

**Table 3.2: Reliability indices for the questionnaire**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.805	.796	20

The Cronbach's alpha is 0.805 as indicated in Table 3.2 above, 0.7 the recommended reliability value. This showed that the questionnaire was reliable. After pilot testing the

instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists.

On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on six respondents to determine their reliability and these respondents were not among the respondents (interviewers).

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

Raw data was processed into meaningful information. The process involved editing, tabulation and analysis with a view of checking the accuracy and completeness of the information as ascertained by Cohen (2011). The analysis of the data was made using the information given by the head-teachers, teachers, deputy head teachers, district education officer, the district inspector of schools and teachers through questionnaire and interview guides. Data was analyzed quantitatively and qualitatively as follows:-

#### **3.12.1 Analysis of Quantitative Data**

Quantitative data was provided by teachers. Data was analyzed using SPSS to get variable Mean and Standard deviation which were drawn to ensure clear and easy presentation of research findings. Quantitative data was analyzed scientifically and was correlated using the Pearson product moment correlation because the hypothesis was concerned with relationships that is to say, leadership styles and crisis management and it was Pearson Correlation Coefficient that is appropriate for testing such relationships. The statistical

analyses were manipulated by SPSS. Descriptive statistics such as measures of central tendency were used to describe and summarize data. These included the frequency and percentages. Relational statistics like correlation coefficient, regression, and cross tabulation were used to establish the strength of the relationship between the variables.

### **3.12.1 Qualitative Data Analysis**

Head teachers, deputy head teachers, district education officer and the district inspector of schools provided qualitative data. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and was also logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that was raised. This therefore, gave an in-depth insight of the problem under study.

## **3.13 Ethical Considerations and Approvals**

### **3.13.1 Ethical Clearance**

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Nakifuma Town Council was sought from the Town Council Education Officer, as well as Head-teachers for the selected secondary schools.

### **3.13.2 Informed Consent**

Informed consent form (Appendix II) that elaborates on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of the research

which increased their involvement and participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

### **3.13.3 Participants' Confidentiality**

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. I asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity also strictly followed. The identity of the schools and participant was not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to those who were involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report was not able to identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to crisis observed in the school, and alphabetical letters A, B, C, D & E were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

### **3.14 Methodological Constraints**

The study was limited by the following obstacles: -

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigator's through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

Time factor: The time frame allocated to the study may not enhance wider study coverage as the investigator will have to combine other academic activities, work schedule as well as examinations with the study. However, this was solved by the investigator through giving more ample time to the research and trying to balance all the work as per planned work schedule.

Lastly, the topic on the leadership style and crisis management in secondary schools in Nakifuma Town Council having been found so sensitive, characterized with high element of confidentiality, gathering information from the education stakeholders themselves were not easy; and this was solved by assuring and reassuring the participants that their privacy and confidentiality were well respected.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter details with presentation, analysis and interpretation of results. The study findings are presented, following the study objectives namely; the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council, the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council, and the challenges that head teachers encounter when it comes to crisis management.

#### 4.2 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

**Table 4.1: Summary of study response rates**

Category	Targeted respondents	No. actually involved	Percentage of response rate
<b>Questionnaire</b>			
Teachers	99	75	75.7%
<b>Interviews</b>			
Head teachers	4	4	100%
Deputy head teachers	4	4	100%
District Education Officer	1	1	100%
District Inspectors of Schools	2	2	100%
<b>Total</b>	<b>110</b>	<b>86</b>	<b>78.2%</b>

*Source: Primary data, 2023*

As presented in the table 4.1 above, a total number of 110 respondents were expected to participate in the study (target population), but 86 respondents actually participated to make a response rate of 78.2%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of national examinations. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

### **4.3 Demographic Characteristics of Respondent**

The demographic characteristics look at the respondents' distribution across sex of the respondents, highest education level, age bracket and period one has been in school or working experience. This is indicated in the Table 4.2:

**Table 4.2: Demographic Characteristics of respondents**

Variable	Category	Freq.	Percentage
Sex	Male	43	50
	Female	43	50
Highest Level of Education	PhD holders	2	2.3
	Masters' Degree holders	14	16.3
	Bachelors' Degree holders	50	58.2
	Diploma holders	20	23.2
Age Bracket	18 – 27years	6	6.9
	28 – 37 years	18	20.9
	38 – 47 years	22	25.7
	48 years & above	40	46.5
Period one has been in school/working experience	1 - 4 year	22	25.6
	5 – 9 years	56	65.1
	10 years and above	8	9.3

*Source: Primary data, 2023*

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Table 4.2 shows that the majority of the respondents (50%) were male and female respectively. This implies that secondary schools consider gender balance during recruitment of their staff. In support of this, Salfer (2017) asserts that gender balance have been emphasized and encourage while recruitment of staff in all public institutions in Uganda; and this can be observed in this study.

From the field study, majority (58.2%) of the respondents was Bachelor's degree holders, and the least (2.3%) were PhD holders. This implies that most of the staff employed by secondary schools are qualified at graduate level. This concurs with Public Service Report (2021) revealed that most of the teachers in secondary schools in Uganda must have Bachelors' Degree.

In terms of age bracket, majority respondent (46.5%) belongs to age bracket of 8 years and above, followed by 25.7% in age bracket of 38 – 47 years, and the least (6.9%) were aged between 18-27 years. The implications are that each of the respondents were from different age group or generation differences. This further indicates that most of the teachers have been in the system for long and they must be having enough working experience, and this agrees with School Inspection Report, Nakifuma Town Council (September, 2019) revealed that most teachers in secondary schools in Uganda are old enough in ages of 40s; and they have enough experience at work for effective service provision.

Respondents were further asked to reveal the time period they have spent in schools that is working experience. From the above, majority of the respondents (65.1%) indicated they have been working with school for 5-9years. Also, 25.6% of the respondents have indicated 1 – 4 years and only 9.3% mentioned of 10 years and above. The implications are that all the respondents are familiar with the secondary schools' activities. This is in line with School Inspection Report, Nakifuma Town Council (September, 2019) which stated that schools in the town council tend to teachers young and energetic people and this have led to most teachers to have short working skills and experience.

## 4.4 Descriptive Results

### 4.4.1 Descriptive Results on Leadership Styles

The study found out teachers' opinion on the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council. Table 4.3 provide in summary of their views in frequency and percentages.

**Table 4.3: Leadership styles used in crisis management**

Variable Items	Extent of (dis)agreement			Mean	Std. Dev
	Agreed	Neutral	Disagreed		
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>		
School managers base on charismatic leadership for proper crisis management	70 (93.3%)	5 (6.7%)	0 (0.0%)	3.64	0.916
Autocratic leadership has been adopted by school managers for crisis management in our school	68 (90.6%)	5 (6.7)	2 (2.7%)	3.05	0.930
School managers base on transformative leadership for proper crisis management	65 (88.6%)	2 (2.7%)	8 (10.7%)	3.34	0.883
Transformational leadership has been adopted by school managers for crisis management in our school	64 (85.3%)	8 (10.7)	3 (4%)	3.45	0.99
School managers base on transactional leadership for proper crisis management	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.40	0.87
Entrepreneurial leadership has been adopted by school managers for crisis management in our school	58 (77.3%)	10 (13.3%)	7 (9.4%)	3.11	0.87
In our school, school managers base on laissez-faire leadership for proper crisis management	57 (76%)	10 (13.3)	8 (10.7%)	3.80	0.98
Democratic leadership has been adopted by school managers for crisis management in our school	42 (56%)	21 (28%)	12 (16%)	3.09	0.81
School managers base on bureaucratic leadership for proper crisis management	52 (69.3%)	8 (10.7%)	15 (20%)	3.07	0.71
School managers base on authoritarian leadership for proper crisis management	49 (68%)	13 (17.3%)	11 (14.7%)	3.03	0.78

*Source: Primary data, 2023*

Table 4.3 represents the descriptive statistics on the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council. The results show that 93.3% of the respondents accepted to the statements that school managers base themselves on charismatic leadership for proper crisis management and only 6.7% of the respondents were neutral; this is clearly shown by the Mean= 3.64 and SD=0.916. One of the deputy head teachers had these to say:

“... charismatic head teachers are good at inspiring followers, speak optimistically on what needs to be achieved in the future, and instill in their followers’ positive ideals associated with the desired outcome. The school leader must start by providing a clear vision of the situation more than anything...”

This implies that a school manager must monitor, control and guide the crisis strategy in secondary schools. Thus, charismatic leadership has a positive effect on crisis management in secondary schools since such a leader knows how to handle subordinates very well. Such leaders can easily influence individuals in that way being able to modify and transform organizational tactics and culture as well as facilitating schools to be more flexible towards the outside environment needs in a crisis.

More so, the study revealed that autocratic leadership has been adopted by school managers for crisis management in secondary schools, and this was accepted by 90.6% of the respondents, 6.7% of the respondents were neutral and only 2.7% disagreed with the statement; this is clearly shown by the Mean= 3.05 and SD=0.930. One of the Inspectors of Schools had these to say;

“..... autocratic leadership style allows the head teachers to retain much authority and decision making which he/she imposes on the teachers to manage crisis. In most schools, teachers always negatively view the application of such leadership style as dictatorial and coercive where by the probability of using it

to manage crisis is short lived. In most cases such leaders don't involve stakeholder in crisis management which is so risky..."

This implies that school leaders need to obtain the teaching staff highest efficiency and productivity level without compelling them, since over controlling may not yield desired results. The autocratic leadership in schools gives head teachers full rights and empowerment to them with minimal involvement and participation of the subordinates in the planning and management of daily school activities. Thus, the power flow and communication in a school is unilateral and moves downwards and yet communication is one of the key elements for attainment of crisis management.

The study also revealed that school managers base on transformative leadership for proper crisis management, and this was accepted by 88.6% of the respondents, 2.7% of respondents were neutral, whereas, 10.7% of respondents disagreed; this is clearly shown by the Mean= 3.34 and SD=0.883. One of the interviewed head teacher had this to say;

"...head-teachers in some schools help their followers especially teachers to develop new perspectives about themselves, the possibilities and problems in their surroundings, and what is essential. Such leaders always inspire their followers to pursue and effectively complete their daily assignments..."

This implies that transformative leaders are idealized influencers in school which exhibit increased care for and awareness of the needs of their followers and foster a spirit of group risk-taking. They are also intellectual stimulation which encourages subordinates to be more creative and original in problem-solving techniques. Being inspirational motivation, they also provide a source of inspiration and challenge the followers to attain the stated goals.

The study further revealed that transformational leadership has been adopted by school managers for crisis management in secondary schools; and this was accepted by 85.3% of the respondents. However, 10.7% of the respondents were neutral and only 4% of respondents

disagreed; this is clearly shown by the Mean= 3.45 and SD=0.990. One of the interviewed district education officer had these to say;

“...transformational head teacher fosters teachers' intellectual growth while igniting their zeal for change. By inspiring followers and paying careful attention to them, transformational head teachers promote an excellent corporate culture, accomplish goals more quickly, and enhance school stakeholders' work satisfaction and organizational loyalty...”

This implies that transformative leadership systematically attempts by head teachers to transform teachers to share school goals from desires in themselves. This nature of leadership focuses on developing team spirit among teachers and taking their desires or needs into account. School leaders who focus on transformative leadership focus primarily on developing a system of values, morality, skills, and team members' motivation levels to enhance crisis management.

The study revealed that 78.6% of the respondents accepted that school managers base on transactional leadership for proper crisis management, whereas 14.7% of the respondents were neutral and only 6.7% of them disagreed with the statement; this is clearly shown by the Mean= 3.40 and SD=0.87. One of the interviewed head teachers had these to say;

“..... the head-teachers' transactional leadership requires school managers to always make negotiations and agreements with their followers especially teachers and students leaders. In schools, this is commonly applied when head teachers involve student councils in participatory planning as well as daily school decision-making on the discipline of students. A transactional school manager caters to the short term needs of his or her followers as long as the task lasts.....”

This implies that transactional school managers maintain motivation of all followers and this is by using existing framework that includes penalties and rewards. Transactional school managers build school structures, prioritize planned and scheduled daily work, and designate the followers' primary roles.

The study also revealed that entrepreneurial leadership has been adopted by school managers for crisis management in secondary schools, and this was accepted by 77.3% of the respondents, whereas, 13.3% respondents were neutral and only 9.4% of the respondents disagreed with the statement; this is clearly shown by the Mean= 3.11 and SD=0.87. One of the interviewed deputy head teacher had these to say;

“...those school leaders who practice entrepreneurial leadership skills create an encouraging school atmosphere that helps in changing and getting involved in innovations in a school. Thus, it helps them to achieve the mindset of entrepreneurial leadership in a school through the development of strategic resource management...”

This implies that school leaders having entrepreneurial thinking and the ability to manage strategic resources shall increase innovation and creativity to positively impact the development and performance of the school. Thus, a school leader with fast and difficult decisions during a stressful situation in a school is more considered to be constructive while the same school leader can be regarded as destructive if he uses the same behavior when the case is less stressful.

The school managers further base themselves on laissez-faire leadership for proper crisis management, and this was accepted by 76% of the respondents, whereas, 13.3% of respondents were neutral and only 10.7% of respondents disagreed; this is clearly shown by the Mean= 3.80 and SD=0.98. One of the interviewed district inspectors of schools had this to say;

“...head teachers in schools always have a tendency of delegating their roles and responsibilities to their juniors as a way of grooming them. This is a kind of leadership in which the school manager stays out of the way and lets the school stakeholders decide what to do...”

This implies that everyone in a school is given a chance to feel different kinds of duty and they are naturally driven to work with minimal supervision from the head teacher. This further encourages team work and collaboration at work place. However, some school managers don't know how to monitor the subordinates even when they have left them work in order not to make un-reversible mistakes.

The study further revealed that democratic leadership has been adopted by school managers for crisis management in secondary schools, and this was accepted by 56% of respondents. However, 28% of respondents were neutral and 16% of respondents disagreed; this is clearly shown by the Mean= 3.09 and SD=0.81. The interviewed participant noted;

“...democratic school manager believes in the capabilities of the right of colleagues to involve and participate in the decision-making process and take responsibility in crisis management in a school. It encourages participatory planning and decision making in all daily school activities...”

This implies that a democratic school manager believes to shoulder roles and responsibility, encourages collective participation in decision making in a school. Therefore, it has a distinct and creative school manager, where he/she benefit from the experiences of others and be employed in achieving the goals. Thus, such democrat school manager can be held accountable for his/her mistakes and inflicts penalties unlike the authoritarian leader who often puts himself above Rule of Laws.

The field study, respondents equivalent to 69.3% accepted that school managers base on bureaucratic leadership for proper crisis management; whereas, 10.7% of the respondents were neutral and only 20% of respondents disagreed with the above statement under investigation; this is clearly shown by the Mean= 3.07 and SD=0.71. One of the interviewed school managers had these to say;

“...in a bureaucratic school structure, the authority is generally concentrated at the top management, and relevant information usually flows from top to down. It always focuses on top-down approach of leadership, and this encourages a school culture that focuses on command and control, where operational processes are rigidly controlled and closely supervised...”

This implies that the bureaucratic school manager always uses a system of procedures and rules to organize and control the work of a school. It is a nature of managerial control in which the school’s structure provides clear detailed instructions on how tasks are conducted or carried out effectively.

Lastly, school managers also base themselves on authoritarian leadership for proper crisis management, and this was accepted by 68% of the respondents, whereas, 17.3% of the respondents were neutral and only 14.7% disagreed; this is clearly shown by the Mean= 3.03 and SD=0.78. One of the interviewed deputy head-teachers had this to say;

“...the authoritarian classroom management style is basically a style where a classroom teacher has complete control over the classroom. Learners are not actively involved or responsive, and mostly, learners not following the set rules can be heavily punished. Authoritarian school manager characterized by its individual decisions may constitute an essential need of the school in certain stage of the crises such as strikes, disasters; and crises that require emergency decision-maker is able to bear responsibility and firm and non-hesitant...”

This implies that authoritarian school leaders always behave in the tyrant or dictatorship ways. They always drive instructions, procedures and control decisions demanding follower for action and implementation as seen without taking into account the humanitarian aspects. A teacher with authoritarian management styles in class can assigns seats and makes classroom rules visible for learners to read or references, so it is with an authoritarian school manager, taking vital decisions without consulting any other person manager in the school.

#### 4.4.2 Descriptive Results on Leadership Styles and Crisis Management

The study found out teachers' opinion on the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council. Table 4.4 provide in summary of their views in frequency and percentages.

**Table 4.4: Leadership styles and crisis management**

Variable Items	Extent of (dis)agreement			Mean	Std. Dev
	Agreed	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Autocratic leadership gives full empowerment to the school leader with minimal follower's participation.	69 (92%)	4 (5.3%)	2 (2.7%)	3.45	0.96
The head teacher rarely considers suggestions made by subordinates	67 (89.3%)	5 (6.7)	3 (4%)	3.80	0.82
There is usually strong orientation towards conformity of rules and regulations	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.80	0.76
The head-teacher usually takes full control and authority in managing crisis	64 (85.3%)	8 (10.7%)	3 (4%)	3.90	0.78
The head teacher regularly tells us what to do, how to do it and when he/she wants it done	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.71	0.99
The head-teacher usually creates an environment where I take ownership of the project and he/she allows me to participate in the decision making process.	58 (76%)	10 (13.3%)	8 (10.7%)	3.76	0.98
The head-teacher usually retains the final decision making authority in the school.	42 (56%)	12 (16%)	21 (28%)	3.01	0.88
My head-teacher usually considers his/her decision as final	55 (73.3%)	5 (6.7%)	15 (20%)	3.88	0.71
Entrepreneurial leadership helps create an encouraging atmosphere to change and innovate in schools	51 (68%)	13 (17.3%)	11 (14.7%)	3.80	0.86
Autocratic school managers retain much authority and decision making which he imposes on the teachers to implement crisis management	49 (65.3%)	14 (18.7%)	12 (16%)	3.20	0.79

*Source: Primary data, 2023*

Table 4.4 represents the descriptive statistics on the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council. The results show that 92% of the respondents accepted to the statements that autocratic leadership gives full

empowerment to the school leader with minimal follower's participation; 5.3% of respondents were neutral and only 2.7% of respondents disagreed; this is clearly shown by the Mean= 3.45 and SD=0.96. One of the head teachers had this to say;

“... autocratic school managers retain as much power and decision-making authority as possible. The school leaders do not consult other school stakeholders or followers like teachers in any academic decision making they are to make; nor do they allow them to give any input in crisis decision making. Teachers and other school stakeholders are expected to obey orders without receiving any explanations...”

This implies that autocratic school managers have the opportunity to take full control, management, responsibility and stress as well as building or maintaining a productive operation. In a negative work-based environment, school managers also have the power to micromanage, enforce teachers' dependence, bully and generally mistreat their team, which undermines their ability to manage crisis.

This was followed by 89.3% of the respondents who accepted that the head teacher rarely considers suggestions made by subordinates; whereas, 6.7% of the respondents were neutral and only 4% of the disagreed with the above statement; this is clearly shown by the Mean= 3.80 and SD=0.82. One of the interviewed head teachers had this to say;

“...there are always weaknesses and gaps in crisis management in schools when head teachers apply autocratic leadership style. Mostly, decisions are made by the school administrator(s) alone who thinks that they know everything than anybody else. It is 'do as I say' in practice. This kind of approach is more reflected in its rigid regulations and rules, work terms and conditions, to the extent that they appear unquestionable to school authority...”

This implies that work-based objectives and do not give room for teachers' opinions or participation in crisis detection or management. Thus, autocratic leadership often follows the status quo and given conventions, offering little in terms of development and innovation.

Thus, academic results of the learners are always low in autocratically led schools, as the learners' specific needs for encouragement and support receive little attention.

It was also revealed that there is usually strong orientation towards conformity of rules and regulations, and this was accepted by 86.6% of the respondents; whereas, 2.7% of the respondents were neutral and 10.7% of the respondents disagreed; this is clearly shown by the Mean= 3.80 and SD=0.76. One of the interviewed district inspectors of schools had this to say;

“...some school leaders direct group members on the way things should be done. The school manager does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making creating a gap in minimizing crisis...”

This implies that autocratic school managers maintain a high individual control over all decisions, define all the activities, and seek no participation from group members or followers creating an environment where every school stakeholder feels at ease working and participating in the making of decisions in the workplace.

The study further revealed that the head teacher usually takes full control and authority in managing crisis, and this was accepted by 85.3% of the respondents; whereas, 10.7% of the respondents were neutral and only 4% of the respondents also disagreed; this is clearly shown by the Mean= 3.90 and SD=0.78. One of the interviewed deputy head teachers had this to say;

“...the head teacher maintains the final decision making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that followers will respect. Head teachers have a tendency of telling their colleagues especially teachers what they want done and how they want it accomplished. This is done without getting the advice of followers. This nature of leadership is often time effective when driving

towards change or matters that need urgency like strike in a school or abrupt death of a learner...”

This implies that such type of leadership results in the school stakeholders reacting aggressively and uninterestingly to the authority or school management in the work environment. It is therefore noted that authoritarian leadership style should be rarely used in schools as this might lead to dispute and conflicting interest of parties involved of which in the long run would affect the overall achievement of goals, including reducing chances of crisis management in schools.

The study also revealed that the head teacher regularly tells teachers what to do, how to do it and when he/she wants it done, and this was accepted by 78.6% of the respondents; whereas, 14.7% of the respondents were neutral and only 6.7% of the respondents disagreed; this is clearly shown by the Mean= 3.71 and SD=0.99. One of the interviewed district inspectors of schools had this to say;

“...head teachers always involve followers especially teachers and students’ leaders in the decision making as well as planning process in determining what to do, who to do, when to do and for what reason, as this could lead to proper planning and early crisis detection. Thus, it is participatory in nature by its constant call for meeting and collecting crisis action...”

This implies that regular staff meeting and PTA meeting lead to all school stakeholders to have collective decision making for proper crisis management and early detection. An effective head teacher pays more attention to planning work, special tasks and permits classroom teachers to participate in decision making in achieving school goals, including crisis management.

The study noted that the head teacher usually creates an environment where subordinates take ownership of the project and he/she allows them to participate in the decision making

process, and this was accepted by 76% of the respondents, whereas, 13.3% were neutral and only 10.7% disagreed; this is clearly shown by the Mean= 3.76 and SD=0.98. Interviewed head teacher had this to say;

“...this leadership style provides a climate of sense of unity in pursuit of set goals and enhancing collaboration to minimize crises in schools. School managers allow the teachers to make the effective decisions. This is commonly used when teachers are able to analyze the situation and determine what needs to be done and how to do it...”

This implies that teachers are innately motivated to do work even with little or no rules and regulations since stakeholder has an inborn sense of responsibility. However, this type of leadership may result into crisis like indiscipline since they lack enforcement of regulations and rules in the schools leading to crisis outbreak. Persuasive and sustained student learning is more likely to happen in schools with strong instructional leadership.

The study also revealed that the head teacher usually retains the final decision making authority in the school; and this was accepted by 56% of the respondents; whereas, 16% of the respondents were neutral and only 28% of the respondents disagreed; this is clearly shown by the Mean= 3.01 and SD=0.88. One of the interviewed district education officer had this to say;

“...head-teachers keep strict, close control over teachers and other staff members in the school by keeping close regulation of policies and procedures given to them. These head-teachers only make sure, there is a distinct professional relationship between them and teaching staff and nothing else. Classroom teachers are not allowed to get involved in making decisions that could control the outbreak of any crisis in a school...”

Another head teacher from school B had these to say;

“...In some schools, head teachers use threat and punishment to get the objectives of the school achieved. Autocratic leadership style often follows the vision of those

that are in control, and may not necessarily be compatible with those that are being led. Such head teachers portray all of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across...”

This implies that head teachers tend to threaten classroom teachers in different perspectives so as to achieve the intended objectives of their school. This does not only build sense intimidation among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run. Leadership plays a vital role in educational crisis management. The way school manager behaves in order to reach a goal or perform a function determines which kind of leadership behavior the head teacher adapts to minimize crisis occurrences in schools.

The study revealed that head teacher usually considers his/her decision as final, and this was accepted by 73.3% of the respondents, whereas, 6.7% of the respondents were neutral and only 20% of the respondents disagreed with the above stated idea; this is clearly shown by the Mean= 3.88 and SD=0.71. One of the interviewed deputy head teacher had these to say;

“...some head teachers intimidate their teachers with strict supervision in their leadership style. You find teaching staff scared to death by a mere sighting the man (head teacher in this case)... to me this somehow affects the performance of teachers in different ways but...in crisis conditions, transformative leadership can drive the team to achieve organizational goals of how leaders can build staff commitment in supporting managers and people in pioneering change...”

This implies that the leadership style of some head-teachers in these schools is too intimidating, which demoralize the followers to be more critical in controlling crisis. It eventually scares teachers that may affect them to perform as they are supposed to. These head teachers, direct supervision is what they believe to be key in maintaining a successful environment and followership. In fear of followers being unproductive, these leaders keep

close supervision and feel this is necessary in order for anything to be done this in along run may cause subordinates to isolate the head teacher in times of crisis, hence failure of crisis management in a school.

The study further revealed that entrepreneurial leadership helps create an encouraging atmosphere to change and innovate in schools, and this was accepted by 68% of the respondents, whereas, 17.3% of the respondents were neutral and only 14.7% of the respondents disagreed with the above stated idea; this is clearly shown by the Mean= 3.80 and SD=0.86. One of the interviewed district inspectors of schools had these to say;

“...school managers are good at inspiring followers to speak optimistically about what needs to be achieved in the future and instilling in their followers’ positive ideals associated with desired outcomes. Ideally, the influencing process should lead to a climate of effective learning experiences that create value-added responses to all stakeholders’ interests and keep all the organizations in schools, including, monitoring the learning process, managing personnel, allocating resources, and so on; running smoothly...”

This implies that leadership in crisis is how a school leader prepares him/herself for fast change and reacts decisively and appropriately. School manager must work together and communicate crisis management both internally and externally. The head teacher’s leadership role is to manage a crisis and bring the school to a normal point and the system back into harmony.

Lastly, the study revealed that autocratic school managers retain much authority and decision making which he imposes on the teachers to implement crisis management, and this was accepted by 65.3% of the respondents, whereas, 18.7% of the respondents were neutral and only 16% of the respondents disagreed with the above stated idea; this is clearly shown

by the Mean= 3.20 and SD=0.79. One of the interviewed deputy head teachers had these to say;

“... leadership effectiveness within a school relies on how individuals perform and act concerning accomplishment of the school objectives, and for this aim, successful school managers are those who are able to provide value, by determining the best suit to the situation. Meanwhile, a successful style of leadership targets to determine what the school’s future looks like to be and assist in bringing together individual with leader’s vision and affect each individual to achieve school vision regardless of the all crises or barriers...”

This implies that leadership in schools acts as an influence, leadership and values, as well as leadership and vision. The attributes and skills needed for school leadership in crisis are fundamentally different from management in a regular school environment. It is associated with strong school leadership in dealing with events, emotions, and consequences in the upcoming times by minimizing personal and organizational harm to the school and community.

#### 4.4.3 Descriptive Results on the Challenges that Head Teachers encounter When it Comes to Crisis Management

The study found out teachers' opinion on the challenges that head teachers encounter when it comes to crisis management. Table 4.5 provide in summary of their views in frequency and percentages.

**Table 4.5: Challenges that head teachers encounter when it comes to crisis management**

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Agreed	Neutral	Disagreed		
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>		
Limited financial resources undermine school managers ability to detect crisis	70 (93.3%)	- (0.0%)	5 (6.7%)	3.98	0.97
Geographical location of the school undermines head teachers ability to control or minimize crisis	65 (86.6%)	5 (6.7%)	5 (6.7%)	3.95	0.93
Government policy like school closure limits school managers' ability to manage crisis.	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.89	0.87
In our school, challenges of managing teaching crisis management stem from the limited of knowledge related to the field itself	64 (83.3%)	8 (10.7%)	3 (4%)	3.83	0.84
Natural disasters, and disease break out have significantly impacted our schools	57 (76%)	10 (13.3%)	8 (10.7%)	3.79	0.81
Organizational structure limit school managers ability to minimize crisis	55 (73.3%)	5 (6.7%)	15 (20%)	3.71	0.79
The incapability of the school managers to manage crisis observed in our school	52 (67.3%)	8 (10.7%)	15 (20%)	3.49	0.67

*Source: Primary data, 2023*

Table 4.6 represents the descriptive statistics on the challenges that head teachers encounter when it comes to crisis management. The results show that 93.3% of the respondents

accepted to the statements that limited financial resources undermine school managers' ability to detect crisis in secondary schools; whereas, only 6.7% of the respondents disagreed; this is clearly shown by the Mean= 3.98 and SD=0.97. One of the interviewed head teachers had this to say;

“.....there is a big challenge of limited financial resources among secondary schools to help school managers to effectively manage or detect the crisis. Schools experience low financial base to have improved building especially well ventilated and furnished classrooms and dormitories; to install fire extinguishers, install security cameras, and recruit more security personnel so as to easily manage crisis...”

This implies that school managers have failed to effectively manage crisis as a result of limited financial resources. Schools do not enough financial base to effectively equip schools with necessary equipment like fire extinguishers and security cameras to properly detect any form of crisis that may occur.

The study revealed that 86.6% of the respondents who accepted that geographical location of the school undermines head teachers' ability to control or minimize crisis; whereas, 6.7% were neutral and disagreed respectively; this is clearly shown by the Mean= 3.95 and SD=0.93. One of the interviewed deputy head teachers had this to say;

“...the schools' geographical location tends to undermine head teachers' ability to detect and manage the crisis. Some of the schools are in very remote and impassable areas others are in areas where there is a lot of noise that does not allow students to concentrate on their academic work among those secondary schools located within semi-urban centers. Even those schools have experienced many interferences due to the bad neighbors surrounding school premises...”

This implies that geographical location of secondary schools greatly influences the head teachers' ability to manage crises. Some of the secondary schools located in rural part of the town council, does not have easy access to the proper feeder road network for easy

access to school. The available road is always muddy and impassible during rainy season. This has contributed to the low enrolment of students which later affects the financial base to support in crisis management.

It was also revealed that government policy like school closure limits school managers' ability to manage crisis, and this was accepted by 86.6% of the respondents; whereas, 2.7% were neutral and 10.7% of the respondents disagreed; this is clearly shown by the Mean= 3.89 and SD=0.87. The interviewed district education officer had these to say;

“.....the government policies like recent policy on school closure during Covid-19 pandemic outbreak limited head teachers' ability to manage crisis. Head teachers were not given any chance to try their best to manage the crises; instead, they followed and respected the presidential directive of closing the school until further notice....”

This implies that the head-teachers' ability to manage crisis have been in some cases undermined by the government policy. The recent 2020 presidential directive to close all schools across the country undermined the head teachers' ability to try their ability to control the Covid-19 virus. It also created another challenge for the head teachers to equip schools with online teaching equipment which was expensive to manage.

From the field study, respondents equivalent to 83.3% of respondents accepted that challenges of managing teaching crisis management stem from the limited of knowledge related to the field itself; whereas, 10.7% were neutral and only 4% of the respondents disagreed; this is clearly shown by the Mean= 3.83 and SD=0.84. One of the interviewed district inspectors of schools had this to say

“...some of the head teachers lacks relevant knowledge on crisis management. They lack required skills to effectively detect crisis as well as managing crisis that have occurred in school...”

This implies that limited skills and knowledge equipped to head teachers on crisis management have limited their ability to manage crises in case of their occurrence. They lack ability and capacity to detect, control and manage strikes in schools, low academic performance as well as enhancing discipline within school premises.

The study noted that natural disasters, and disease break-out have significantly impacted secondary schools, and this was accepted by 76% of the respondents, whereas 13.3% were neutral and only 10.7% disagreed; this is clearly shown by the Mean= 3.79 and SD=0.81.

One of the interviewed deputy head teachers had this to say;

“...head-teachers’ management of crisis in schools been limited by the pandemic outbreak. The recent Covid-19 pandemic outbreak limited school managers’ ability to control and manage the spread of pandemic. It was beyond their ability and capacity to manage the spread of the virus in schools....”

This implies that pandemic outbreak tends to limit head teachers’ ability and capacity to manage the crisis in secondary schools since it is an abrupt occurrence. For instance, the recent Covid-19 pandemic outbreak limited their ability to control and minimize the spread of virus among secondary school community.

The study noted that organizational structure limit school managers’ ability to minimize crisis, and this was accepted by 73.3% of the respondents, whereas 6.7% were neutral and only 20% of the respondents disagreed; this is clearly shown by the Mean= 3.71 and SD=0.79. One of the interviewed head teachers had these to say;

“...some secondary schools have limited and poor structures. They lack well ventilated classrooms and have poorly furnished dormitories to encourage students’ academic concentration. The schools have experienced fire outbreak as a resulted of either congested dormitories, improper electricity wiring system, and poor ventilated accommodation facilities....”

This implies that some secondary schools have limited structures to accommodate the increasing enrolment of students. The available school structures are not properly furnished and ventilated to encourage students' academic concentration. Some of the schools lack security as a result of lacking parameter walls and limited number of security personnel. Thus limiting head teachers and followers' ability to enhance crisis management in secondary schools.

The study noted that the incapability of the school managers to manage crisis observed in secondary schools, and this was accepted by 67.3% of the respondents, whereas 10.7% were neutral and only 20% of the respondents disagreed; this is clearly shown by the Mean= 3.47 and SD=0.67. One of the interviewed deputy head teachers had these to say;

“...head teachers in secondary schools are incapable to manage the crisis. They lack the ability and capability to effective use the proper techniques in managing the crisis. Some of them tend to be misinformed about the crisis and its related causes and consequences. Sometimes, poor crisis management is caused by fundamental errors in planning and executing an emergency plan. These errors can compound and result in a massive disaster...”

This implies that head teachers tend to fail to adequately collect relevant information or data and plan around it, failure to establish a command hierarchy or school structure, inability to clearly designate team or organizational responsibilities and inability to effectively communicate with outside community members. There is lack of systematic collection of planning information, and this include such aspects as hazard analysis, regulatory guidance, organization information, and policy procedures as well as lack of systematic dissemination of planning information.

#### 4.4.4 Descriptive Results on Crisis Management

The study found out teachers' opinion on the crisis Management in Nakifuma Town Council. Table 4.6 provide in summary of their views in frequency and percentages.

**Table 4.6: Crisis Management in Secondary School**

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Agreed	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
There is early detection of crisis like strikes in our school	69 (92%)	2 (2.7%)	4 (5.3%)	3.77	0.82
There is school stakeholders' collaboration to have quick decisions like changing students' meals	67 (89.3%)	5 (6.7%)	3 (4%)	3.73	0.79
There is crisis intervention plan in our school	64 (85.3%)	6 (8%)	5 (6.7%)	3.64	0.72
There is crisis management team in our school	61 (81.4%)	7 (9.3%)	7 (9.3%)	3.61	0.69
In our school, teamwork has been emphasized in our school to minimize tensions	58 (77.3%)	9 (12%)	8 (10.7%)	3.59	0.67
Health and safety measures in our school like installing fire extinguishers	54 (72%)	11 (14.7%)	10 (13.3%)	3.32	0.59

*Source: Primary data, 2023*

Table 4.6 represents the descriptive statistics on the crisis management in secondary schools in Nakifuma Town Council. The results show that 92% of the respondents accepted to the statements that there is early detection of crisis in secondary schools; whereas, 2.7% were neutral and 5.3% of participants disagreed; this is clearly shown by the Mean= 3.77 and SD=0.82. More to above, there is school stakeholders' collaboration, and this was accepted by 89.3% of the respondents, 6.7% were neutral and only 4%

disagreed with the above statement; this is clearly shown by the Mean= 3.73 and SD=0.79.

One of the interviewed head teachers had this to say;

“...having proper collaboration among school stakeholders could effectively lead to better crisis management. Through the principle of school stakeholders’ collaboration, teamwork, trust, common purpose and commitment to shared objectives and values are achieved. These aspects of the professional emergency management process are absolutely essential...”

This implies that the existence of agreements and commitment to work together can help to reduce anxiety and fear, bringing degree of comfort to those affected by the crisis. Thus, considering making a formal announcement of your commitment to the entire school community. It is vital to establish collaborative roles, even in a time of crisis. Working collaboratively helps improve productivity and gives teachers a sense of purpose in the school. It also becomes easier to brainstorm ideas to solve an existing crisis problem or deliver the required work on time.

The study also revealed that there is crisis intervention plan in secondary schools, and this was accepted by 85.3% of the respondents; whereas, 8% of the respondents were neutral and only 6.7% of the respondents disagreed; this is clearly shown by the Mean= 3.64 and SD=0.72. On the other hand, there is crisis management team, and this was accepted by 81.4% of the respondents; this is clearly shown by the Mean= 3.61 and SD=0.69. One of the interviewed deputy head teachers had this to say;

“...one of the primary benefits of having a crisis management plan is that it helps minimize the impact of the crisis on the school business. By having a plan in place, key personnel can quickly respond to the crisis and take appropriate action to contain the situation...”

This implies that crisis intervention helps to reduce the intensity of an individual's emotional, mental, physical and behavioral reactions to a crisis. It helps the individuals return to their level of functioning before the crisis. A crisis intervention plan helps school business on the ways and how it shall react if a crisis occurs. It always identifies who shall take action and what their roles shall be, thus could easily minimize damage and restore school operations as quickly as possible.

Lastly, teamwork has been emphasized in secondary schools, 77.3% of the respondents accepted, and 12% of the respondents were neutral and 10.5% disagreed; this is clearly shown by the Mean= 3.59 and SD=0.67. Still, presence of health and safety measures in secondary schools was accepted by 72% of the respondents, 14.7% were neutral and only 13.3% of the respondents disagreed; this is clearly shown by the Mean= 3.47 and SD=0.67; this is clearly shown by the Mean= 3.32 and SD=0.59. One of the interviewed district inspectors of schools had this to say;

“...guidance on managing health and safety in schools including risk assessments, security and personal safety can enhance management of crisis by the head teachers. Thus, ensuring health and safety in schools is an essential part of any school manager's roles and to do this successfully, an effective health and safety management system need to be in place... More to that, all that can only be possible with team work from all the stakeholders as invited by the head teacher...”

This implies that one of the key elements of health and safety management is monitoring the effectiveness of the school safety policy, which can be achieved by the use of a checklist. The result from such a checklist shall be vital in analyzing strengths and weaknesses within school and for future inspection and reporting to the Board of Governors and other vital school stakeholders.

Another interviewed district inspector of school had this to say;

“...teamwork is a pillar of effective crisis response and the key to managing interdependences. Frequent and timely cross-term communication shall minimize poor decision making, which is why those who work synchronously and communicate effectively during a crisis invariably fare better. Their roles are focused on conducting risk assessments and identifying threats before they can cause adverse effects on school operations. School stakeholders must be able to identify the early signs of threat before the crisis occurs...”

This implies that when school stakeholders work together and succeed as a team, they form bonds that can turn into trust and friendship. Thus, crisis management helps the school managers to devise strategies to come out of uncertain conditions and also decide on the future course of action. It helps the school managers to feel the early signs of crisis, warn the followers against the aftermaths and take necessary precautions for the same.

#### **4.5 Verification of Hypothesis**

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

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 4.7:

**Table 4.7: Correlation analysis**

<b>Correlations</b>		<b>Leadership styles</b>	<b>Crisis management</b>
Leadership styles	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	75	75
Crisis management	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Results in the table above reveal a significant relationship between leadership styles and crisis management in secondary schools in Nakifuma Town Council. The correlation coefficient of .686 (\*\*) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in leadership styles where there is participatory decision making, teamwork, and school stakeholders' collaboration.

#### **4.5.1 Regression Analysis**

A single regression analysis was run between leadership styles and crisis management in secondary schools, and results are presented in the Table 4.8.

**Table 4.8: A Single Regression Analysis**

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Leadership styles	.249	.030	.686	.000

a. Dependent Variable: Crisis management

From the regression analysis as shown in the table 4.8 above, it indicates the coefficient of determination  $R^2=0.471$  which shows that 47.1% variation in crisis management is explained by changes in leadership styles. This implies that any changes in leadership style is would lead to 47.1% chance in management of crisis. These results depict that leadership styles is significantly related with improved crisis management ( $\beta_1 =0.686$ ,  $p<0.01$ ). This supports hypothesis one which stated that “No significant relationship is present between leadership styles and the crisis management in selected secondary schools”. This means that any improvement in leadership styles is significantly and positively associated with improved crisis management in secondary schools in Nakifuma Town Council.

From the field study, different measures were suggested by the participants that should be adopted to improve on the leadership styles and crisis management in secondary schools in Nakifuma Town Council in particular so as it is indicated in chapter five of this report.

## **CHAPTER FIVE**

### **DISCUSSION RESULTS**

#### **5.1 Introduction**

This chapter presents the discussions of results of the study on the contribution of leadership styles on crisis management in secondary schools in Nakifuma Town Council, Uganda based on the study findings. These follow the sequence of research questions as developed from the research objectives.

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

The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

##### **5.2.1 Leadership Styles**

The above study theme of establishing the leadership styles used in crisis management in selected secondary schools in Nakifuma Town Council; and these range from:

The study noted that school managers base themselves on charismatic leadership for proper crisis management. This concurs with Alzoubi and Jaaffar (2020) who asserted that a school manager must monitor, control and guide the crisis strategy in secondary schools. Thus, charismatic leadership has a positive but insignificant effect on crisis management secondary schools are more enthusiastic about individuals who carry charisma and can modify and transform organizational tactics and culture as well as facilitating schools to be more flexible towards the outside environment's needs in a crisis as ascertained by Bowers., Hall and Srinivasan (2017). This means that charismatic head teachers are good at inspiring

followers, speak optimistically on what needs to be achieved in the future, and instill their followers' positive ideals associated with the desired outcome. The school leader must start by providing a clear vision of the situation more than anything. However, basing on the situational leadership theory which is underpinning this theory, a leader cannot use one leadership style in all situations to lead a school, it all depends on the situation as emphasized by John Van Maanen (2019) who argues that situational leadership theory emphasizes that it is a particular situation that dictates the type of leadership style the head-teacher deems useful in a particular period of time.

More so, the study noted that autocratic leadership has been adopted by school managers for crisis management in secondary schools. This is in agreement with Machumu and Kaitila (2019) who asserted that school leaders need to obtain the teaching staff highest efficiency and productivity level, since over controlling may not yield desired results. Similarly, Khajeh (2018) asserted that the autocratic leadership in schools gives head teachers full rights and empowerment to them with minimal follower's involvement and participation on the planning and management of daily school activities. Thus, the power flow and communication in a school by school manager is unilateral and moves downwards and yet communication is one of the key elements for attainment of crisis management. This implies that autocratic leadership style allows the head teachers to retain much authority and decision making which he/she imposes on the teachers to implement crisis management. In most schools, teachers always negatively view the application of such leadership style in improve the quality of teaching. There is lack of collaboration among school stakeholder. Basing on the theory of situational leadership, the by the time a head teacher decides to use autocratic leadership style, in his or her wisdom it is the best to apply if results are to be achieved (John Van Maanen, 2019).

The study also noted that school managers also base themselves on transformative leadership for proper crisis management. This concurs with Eko, Achmad, Mustiningsih and Anselmus (2021) who argued that transformative leaders are idealized influencers in school which exhibit increased care for and awareness of the needs of their followers and foster a spirit of group risk-taking. They are also intellectual stimulation which encourages subordinates to be more creative and original in problem-solving techniques. Being inspirational motivation, they also provide a source of inspiration and challenge the followers to attain the stated goals as ascertained by Sadeghi and Pihie (2022). This implies that head teachers in some schools help their followers especially teachers to develop new perspectives about themselves, the possibilities and problems in their surroundings, and what is essential. Such leaders always inspire their followers to pursue and effectively complete their daily assignments.

The study further noted that transformational leadership has been adopted by school managers for crisis management in secondary schools; and this concurs with Agung and Tenywa (2020) who asserted that transformative leadership systematically attempts by head teachers to transform teachers to share school goals from desires in themselves. More so, Jordan & Tice-Owens (2016) noted that the nature of leadership focuses on developing team spirit among teachers and taking their desires or needs into account. School leaders who focus on transformative leadership focus primarily on developing a system of values, morality, skills, and team members' motivation levels to enhance crisis management. This implies that transformational head teacher fosters teachers' intellectual growth while igniting their zeal for change. By inspiring followers and paying careful attention to them, transformational

head teachers promote an excellent corporate culture, accomplish goals more quickly, and enhance school stakeholders' work satisfaction and organizational loyalty.

The study noted that school managers further base themselves on transactional leadership for proper crisis management. This concurs with Asma and Abdallah (2019) who argued that transactional school managers maintain motivation of all followers and this is by using existing framework that includes penalties and rewards. A transactional school manager caters for the short term needs of his or her followers as long as the task lasts. More so, Machumu and Kaitila (2019) noted that transactional school managers build school structures, prioritize planned and scheduled daily work, and designate the followers' primary roles. This implies that transactional leadership requires school managers to always make negotiations and agreements with their followers especially teachers and students leaders. In schools, this is commonly applied when head teachers involve student councils in participatory planning as well as daily school decision-making on the discipline of students.

The study noted that entrepreneurial leadership has been adopted by school managers for crisis management in secondary schools, and this concurs with Cho, Shin, Billing, & Bhagat (2019) who asserted that school leaders having entrepreneurial thinking and the ability to manage strategic resources shall increase innovation and creativity to positively impact the performance of the school. Besides, Sayed (2020) argued that a school leader with fast and difficult decisions during a stressful situation in a school is more considered to be constructive while the same school leader can be regarded as destructive if he uses the same behavior when the case is less stressful. This implies that school leaders who practice entrepreneurial leadership skills create an encouraging school atmosphere that helps in changing and getting involved in innovations in a school. Thus, it helps them to achieve the

mindset of entrepreneurial leadership in a school through the development of strategic resource management.

Additionally, the school managers base on laissez-faire leadership for proper crisis management, and this concurs with Tedla *et al.*, (2021) who argued that everyone in a school has an inbuilt feeling of duty and is naturally driven to work. It encourages team work and collaboration at work place. However, school manager lack of confidence in his/her supervisory abilities. They always lack of defined goals for how they may operate hinder the group's ability to make choices, which places an undue burden on subordinates as ascertained by Dwivedi, Hughes and Coombs (2020). This implies that head teachers in schools always have a tendency of delegating their roles and responsibilities to their junior as a way of grooming them. This is a kind of leadership in which the school manager stays out of the way and lets the school stakeholders decide what to do.

The study further noted that democratic leadership has been adopted by school managers for crisis management in secondary schools. This concurs with Abdallah and Alkhrabsheh (2019) argued that a democratic school manager believes to shoulder roles and responsibility, encourages collective participation in decision making in a school. Therefore, it has a distinct and creative school manager, where he/she benefit from the experiences of others and be employed in achieving the goals. More so, Ali and Mohammed (2018) argued that democratic school manager believes in the capabilities of the right of colleagues to involve and participate in the decision-making process and take responsibility in crisis management in a school. This implies that it encourages participatory planning and decision making in all daily school activities.

The study noted that school managers also base on bureaucratic leadership for proper crisis management. This is in agreement with Dwivedi, Hughes and Coombs (2020) who argued that the bureaucratic school manager always uses a system of procedures and rules to organize and control the work of a school. It is a nature of managerial control in which the school's structure provides clear detailed instructions on how tasks are conducted or carried out effectively. This implies that in a bureaucratic school structure, the authority is generally concentrated at the top management, and relevant information usually flows from top to down. It always focusses on top-down approach of leadership, and this encourages a school culture that focuses on command and control, where operational processes are rigidly controlled and closely supervised.

Lastly, the study noted that school managers further base themselves on authoritarian leadership for proper crisis management. This concurs with Alzoubi and Jaaffar (2020) who argued that authoritarian school leaders always behave in the tyrant or dictatorship ways. They always drive instructions, procedures and control decisions demanding follower for action and implementation as seen without taking into account the humanitarian aspects. More to the above, Ayoub (2017) noted that a classroom teacher with authoritarian classroom management styles can assigns seats and makes classroom rules visible for learners to read or references. They also discipline learners for not following established rules and procedures. The authoritarian classroom management style is basically a style where a classroom teacher has complete control over the classroom. Learners are not actively involved or responsive, and mostly, learners not following the set rules can be heavily punished. This implies that authoritarian school manager characterized by its individual decisions may constitute an essential need of the school in certain stage of the

crises such as strikes, disasters; and crises that require emergency decision-maker is able to bear responsibility and firm and non-hesitant.

### **5.2.2 Leadership Styles and Crisis Management**

The above study theme of assessing the effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council; and these ranges from:

The results show that autocratic leadership gives full empowerment to the school leader with minimal follower's participation. This concurs with Bowers, Hall and Srinivasan (2017) who asserted that autocratic school managers have the opportunity to take full control, management, responsibility and stress as well as building or maintaining a productive operation. In a negative work-based environment, school managers also have the power to micromanage, enforce teachers' dependence, bully and generally mistreat their team, which undermines their ability to manage crisis as ascertained by Ali & Mohammed (2018). This implies that autocratic school managers retain as much power and decision-making authority as possible. The school leaders do not consult other school stakeholders or followers like teachers in any academic decision making they are to make; nor are they allowed to give any input in crisis decision making. Teachers and other school stakeholders are expected to obey orders without receiving any explanations. However, according to Ismail (2020), he emphasizes that we consider situational leadership as a theory of leadership style where no one leadership style is best but it depends on the situation, in this case the situation may have required autocratic leadership style.

The study noted that the head teacher rarely considers suggestions made by subordinates. This is in agreement with Bundy, Pfarrer, Short and Coombs (2017) who asserted that there

is no or limited concerns of teachers as it is task oriented in nature as well as superlative interest in achieving work-based objectives and do not give room for teachers' opinions or participation in crisis detection or management. Besides, in accordance to Hussain & Sinjar (2021), autocratic leadership often follows the status quo and given conventions, offering little in terms of development and innovation. Thus, academic results of the learners are always low in autocratically led schools, as the learners' specific needs for encouragement and support receive little attention. This implies that there are always weaknesses and gaps in crisis management in schools when head teachers apply autocratic leadership style. Mostly, decisions are made by the school administrator(s) alone who thinks he/she knows everything than anybody else. It is 'do as I say' in practice. This kind of approach is more reflected in its rigid regulations and rules, work terms and conditions, importance on unquestionable to school authority.

The study noted that there is usually strong orientation towards conformity of rules and regulations. This concurs with Jordan and Tice-Owens (2016) who asserted that autocratic school managers maintain a high individual control over all decisions, define all the activities, and seek no participation from group members or followers creating an environment where every school stakeholder feels at ease working and participating in the making of decisions in the workplace. This implies that school leader directs group members on the way things should be done. The school manager does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making creating a gap in minimizing crisis.

The study noted that the head teacher usually takes full control and authority in managing crisis, and this concurs with Cho, Shin, Billing and Bhagat (2019) who argued that such type of leadership results in the school stakeholders reacting aggressively and uninterestingly to the authority or school management in the work environment. It is therefore noted that authoritarian head teachers should be rarely used in schools as this might lead to dispute and conflicting interest of parties involved of which in the long run would affect the overall achievement of goals, including the minimization of crisis in schools as ascertained by Ayoub (2017). This means that the head teacher maintains the final decision making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that followers will respect. Head teachers have a tendency of telling their colleagues especially teachers what they want done and how they want it accomplished. This is done without getting the advice of followers. This nature of leadership is often time effective when driving towards change or matters that need urgency like strike in a school or abrupt death of a learner.

The study also noted that the head teacher regularly tells teachers what to do, how to do it and when he/she wants it done, and this concurs with Ayoub (2017) who argued that regular staff meeting and PTA meeting leads to all school stakeholders to have collective decision making for proper crisis management and early detection. Besides, Asma and Abdallah (2019) argued that an effective head teacher pays more attention to planning work, special tasks and permits classroom teachers to participate in decision making in achieving school goals, none other than crisis management. This implies that head teachers always involve followers especially teachers and students' leaders in the decision making as well as planning process in determining what to do, who to do, when to do and for who to be done,

as this could lead to proper planning and early crisis detection. Thus, it is participatory in nature by its constant call for meeting and collecting crisis action.

The study noted that the head teacher usually creates an environment where I take ownership of the project and he/she allows me to participate in the decision making process, and this concurs with Khajeh (2018) who asserted that teachers are innately motivated, naturally like to do work and therefore there should be no rules and regulations since stakeholder has an inborn sense of responsibility. However, this type of leadership may result into crisis like indiscipline since there is lack or non-enforcement of regulations and rules in the schools leading to crisis outbreak. Besides, Agung and Tenywa (2020) asserted that leadership style provides a climate of sense of unity in pursuit of set goals and enhancing collaboration to minimize crises in schools. This implies that school managers allow the teachers to make the effective decisions. This is commonly used when teachers are able to analyze the situation and determine what needs to be done and how to do it.

The study also noted that the head teacher usually retains the final decision making authority in the school. This concurs with Asma and Abdallah (2019) who asserted that head teachers tend to threaten classroom teachers in different perspectives so as to achieve the intended objectives of their school. This does not only build sense intimidation among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run. Besides, Sadeghi, and Pihie (2022) argued that leadership plays a vital role in educational crisis management. The way school manager behaves in order to reach a goal or perform a function determines which kind of leadership behavior the head teacher adapts to minimize crisis occurrences in schools. This implies that head-teachers keep strict, close control over teachers and other staff members in the school by keeping close regulation of policies and

procedures given to them. These head-teachers only make sure, there is a distinct professional relationship between them and teaching staff and nothing else. Classroom teachers are not allowed to get involved in making decisions that could control the outbreak of any crisis in a school.

The study noted that head teacher usually considers his/her decision as final; and this concurs with Khajeh (2018) who asserted that the leadership style of some head-teachers in these schools is too intimidating, which demoralize the followers to be more critical in controlling crisis. It eventually scares teachers that may affect them to perform as they are supposed to. These head teachers, direct supervision is what they believe to be key in maintaining a successful environment and followership. In fear of followers being unproductive, these leaders keep close supervision and feel this is necessary in order for anything to be done as ascertained by Machumu and Kaitila (2019). This implies that some head teachers intimidate their teachers with strict supervision in their leadership style. You find teaching staff scared to death by a mere sighting the man (head teacher in this case). In crisis conditions, transformative leadership can drive the team to achieve organizational goals of how leaders can build staff commitment in supporting managers and people in pioneering change.

The study further noted that entrepreneurial leadership helps create an encouraging atmosphere to change and innovate in schools. This concurs with Jordan & Tice-Owens (2016) who asserted that leadership in crisis is how a school leader prepares him/herself for fast change and reacts decisively and appropriately. School manager must work together and communicate crisis management both internally and externally. Besides, Agung and Tenywa (2020) argued that the head teacher's leadership role is to manage a crisis and bring

the school to a normal point and the system back into harmony. This implies that school managers are good at inspiring followers to speak optimistically about what needs to be achieved in the future and instilling in their followers' positive ideals associated with desired outcomes.

Lastly, the study noted that autocratic school managers retain much authority and decision making which he imposes on the teachers to implement crisis management, and this concurs with Asma and Abdallah (2019) who asserted that leadership in schools acts as an influence, leadership and values, as well as leadership and vision. The attributes and skills needed for school leadership in crisis are fundamentally different from management in a regular school environment. Similarly, Khajeh (2018) argued that it is associated with strong school leadership in dealing with events, emotions, and consequences in the upcoming times by minimizing personal and organizational harm to the school and community. This implies that leadership effectiveness within a school relies on how individuals perform and act concerning of objectives accomplishment fruitfully, and for this aim, a successful school manager those who are able to provide value, by determining the best suit to the situation. Meanwhile, a successful style of leadership targets to determine what the school's future looks like to be and assist in bringing together individual with leader's vision and affect each individual to achieve school vision regardless of the all crises or barriers.

### **5.2.3 Challenges that Head Teachers encounter When it Comes to Crisis Management**

The above study theme of examining the challenges that head teachers encounter when it comes to crisis management; and these ranges from:

The study results noted that limited financial resources undermine school managers' ability to detect crisis in secondary schools. This concurs with Sayed (2020) who asserted that school managers have failed to effectively manage crisis as a result of limited financial resources. Schools do not enough financial base to effectively equip schools with necessary equipment like fire extinguishers and security cameras to properly detect any form of crisis that may occur. Interestingly, Tedla *et al.*, (2021) argued that there is a big challenge of limited financial resources among secondary schools to help school managers to effectively manage or detect the crisis. This implies that schools experience low financial base to have improved building especially well ventilated and furnished classrooms and dormitories; to install fire extinguishers, install security cameras, and recruit more security personnel so as to easily manage crisis.

The study noted that geographical location of the school undermines head teacher's ability to control or minimize crisis. This concurs with Dwivedi, Hughes and Coombs (2020) who argued that geographical location of secondary schools greatly influences the head teachers' ability to manage crises. Some of the secondary schools located in rural part of the country which have no proper feeder road network for easy access of the schools. The available road are always muddy and impassible during rainy season. This has contributed to the low enrolment of students as ascertained by Abdallah & Alkhrabsheh (2019). This implies that the schools' geographical location tends to undermine head teachers, ability to detect and manage the crisis. When it comes to schools in urban and semi urban centers, there is a lot of noise that does not allow students to concentrate on their academic work among those secondary schools and this can easily cause crisis which in the end may cause crisis. More to that, town school may have experienced many intruders entering school premises, thus they require security cameras and many security personnel.

The study noted that government policy like school closure limits school managers' ability to manage crisis, and this concurs with Ali and Mohammed (2018) who asserted that the head teachers' ability to manage crisis have been in some cases undermined by the government policy. Consequently, Alzoubi and Jaaffar (2020) noted that the recent 2020 presidential directive to close all schools across the country undermined the head teachers' ability to try their ability to control the Covid-19 virus. It also created another challenge for the head teachers to equip schools with online teaching equipment which was expensive to manage. This implies that the government policies like recent policy on school closure during Covid-19 pandemic outbreak limited head teachers' ability to manage crisis. Head teachers were not given any chance to try their best to manage the crises; instead, they followed and respected the presidential directive of closing the school until further notice.

The study noted that challenges of managing crisis management stem from the limited knowledge related to crisis management. This is in line with Ayoub (2017) who argued that limited skills and knowledge equipped to head teachers on crisis management have limited their ability to manage crisis in case of their occurrence. They lack ability and capacity to detect, control and manage strikes in schools, low academic performance as well as enhancing discipline within school premises. This implies that some of the head teachers lack relevant knowledge on crisis management. They lack required skills to effectively detect crisis as well as managing crisis that have occurred in school.

The study noted that natural disasters, and disease break-out have significantly impacted secondary schools, and this concurs with Ali and Mohammed (2018) who asserted that pandemic outbreak tend to limit head teachers' ability and capacity to manage the crisis in secondary schools. For instance, the recent Covid-19 pandemic outbreak limits their ability

to control and minimize the spread of virus among secondary school community. This implies that head teachers' management of crisis in schools been limited by the pandemic outbreak. The recent Covid-19 pandemic outbreak limited school managers' ability to control and manage the spread of pandemic. It was beyond their ability and capacity to manage the spread of the virus in schools.

The study noted that organizational structure limit school managers' ability to minimize crisis. This concurs with Bowers, Hall and Srinivasan (2017) who asserted that some secondary schools have limited structures to accommodate the increasing enrolment of students. The available school structures are not properly furnished and ventilated to encourage students' academic concentration. Besides, Hussain and Sinjar (2021) asserted that some of the schools lack security as a result of lacking parameter walls and limited number of security personnel. Thus limiting head teachers and followers' ability to enhance crisis management in secondary schools. This implies that some secondary schools have limited and poor structures. They lack well ventilated classrooms and have poorly furnished dormitories to encourage students' academic concentration. The schools have experienced fire outbreak as a resulted of either congested dormitories, improper electricity wiring system, and poor ventilated accommodation facilities.

The study noted that the incapability of the school managers to manage crisis observed in secondary schools, and this concurs with Jordan and Tice-Owens (2016) who asserted that head teachers tend to fail to adequately collect relevant information or data and plan around it, failure to establish a command hierarchy or school structure, inability to clearly designate team or organizational responsibilities and inability to effectively communicate with outside community members. Besides, Cho, Shin, Billing, and Bhagat (2019) argued that there is

lack of systematic collection of planning information, and this include such aspects as hazard analysis, regulatory guidance, organization information, and policy procedures as well as lack of systematic dissemination of planning information. This implies that head teachers in secondary schools are incapable to manage the crisis. They lack the ability and capability to effective use the proper techniques in managing the crisis. Some of them tend to be misinformed about the crisis and its related causes and consequences. Sometimes, poor crisis management is caused by fundamental errors in planning and executing an emergency plan. These errors can compound and result in a massive disaster.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMEDATIONS**

#### **6.1 Introduction**

This chapter contains the conclusion of the findings of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to prove right or wrong the set hypothesis. The recommendations and areas for further study are equally presented in this chapter.

#### **6.2 Conclusions**

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

In reference to the study objective one, it was concluded that; charismatic leadership, autocratic leadership, transformative leadership, transformational leadership, transactional leadership and entrepreneurial leadership were the major leadership styles used by school managers in crisis management in selected secondary schools in Nakifuma Town Council.

For objective two, the study concluded that autocratic leadership gives full empowerment to the school leader with minimal follower's participation; the head teacher rarely considers suggestions made by subordinates; there is usually strong orientation towards conformity of rules and regulations; the head teacher usually takes full control and authority in managing crisis; and the head teacher regularly tells the subordinates what to do, how to do it and when he/she wants it done. These were the major effect of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council. Therefore, there is positive significant relationship between leadership styles and crisis management in selected

secondary schools in Nakifuma Town Council. ( $r = .686^{**}$ ,  $p = 0.001$ ). This implies that any change in the management of crisis is influenced by leadership style applied.

Basing on the objective three, it is also concluded that limited financial resources, geographical location of the school, government policy like school closure under presidential directives; limited knowledge related to crisis management, and organizational structures; were the major challenges that head teachers encounter when it comes to crisis management.

### **6.3 Recommendations**

In the light of the findings of the study and discussions above, the researcher makes the following recommendations:

The study recommended that the Ministry of Education and Sports through the DEOs should put emphasis on mandatory training of all the head-teachers on the best practices of applying autocratic leadership as well as crisis management in a school environment. After such training the professional relationship between head-teachers and teachers can be kept professional but they ensure that teachers do not fear them to affect management of crisis.

The study recommended that head-teachers need to apply leadership styles basing on situations, not one size fits all, such that teachers do not look at it as if they are being forced or literally taken with low capacity to do the work. The supervision process should endeavor to build the confidence of teachers to perform in crisis management.

The study recommended that each school must have the trained leaders with relevant skills and understanding to handle crises.

The study recommended that a consultant should be employed by the District Education Officer and District/Town council Inspector of Schools as well as other relevant bodies in the district to train all head-teachers in a workshop on the best practices of applying crisis management skills in their respective schools. The advantages of this leadership style are better is the leaders know how to use it. Since it's more participatory it would help in improving on the management of crisis.

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

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

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

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

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

The researcher carried this study in order to examine the “the Contribution of Leadership Styles towards Crisis Management in Secondary Schools in Nakifuma Town Council”; but

the study was not exhaustive owing to constraints in terms of scope, time and finance.

Further research is therefore needed in areas such as:

1. The Head-Teacher Leadership Style and Quality of Teaching in Secondary Schools in Uganda.
2. The Leadership Styles and Teaching/Learning Process in Secondary Schools in Uganda.
3. The Effect of School Environment on Crisis Management in Secondary School in Uganda.

In conclusion, more research should be done about the contribution of leadership styles towards crisis management in secondary schools in Uganda so as to compare with results got from Nakifuma Town Council in order to draw a ground for country wide recommendations. Much as the case in this study found out the leadership styles and crisis management in secondary schools in Nakifuma Town Council, there is much more need for research to find out the core causes of the dilapidating education standards in Nakifuma Town Council secondary schools.

## REFERENCES

- Adele, L. (2019). *Management and Organizational Behavior* (6<sup>th</sup> ed). England: prentice hall Press.
- Adeyinka, T., Ayeni, C. O. & Popoola, S. O. (2017). 'Work Motivation, Affective job commitment and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria'. *Library Philosophy and Practice*. Vol 2 (32-45)
- Agung, A. & Tenywa, W. (2020). The role of ethical behavior and entrepreneurial leadership to improve organizational performance *Cogent Business & Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1747827>
- Akan, D. (2022). The relationship between school principals' leadership styles and collective teacher efficacy. *Educational Research and Reviews*, 8(10), 596-601.
- Allen, F., Elks, L., Outhred, S. & Varly, R. (2018). 'The Measurement and Antecedents of Affective, Continuance and Normative Continuance'. *Journal of Occupational Psychology*, 63: 1-18.
- Ali, M., & Mohammed, A. (2018). *Transformational leadership and successful practices during crisis time: an exploratory case study in the context of a private university in Dubai*. [Dissertations thesis for Management Leadership and Policy (MLP), Makerere University)
- Alzoubi, R. H., & Jaaffar, A. H. (2020). The mediating effect of crisis management on leadership styles and hotel performance in Jordan. *International Journal of Financial Research*, 11(4), 384–397. <https://doi.org/10.5430/ijfr.v11n4p384>
- Amanchukwu, S. & Ololube, L. (2015). *Beyond access: Transforming policy and practice for gender equality in education*, London: Oxford.

- Amin .M.E (2005) *Social Science Research Conception, Methodology and Analysis*, Kampala, Makerere University.
- Annual Nakifuma District Quarterly Inspection Report (April, 2019).
- Arnold, D.H. & McKay, R. (2020) Sustainable Enterprises: *Crisis Management and Culture Transformation for BP*. *Business and Management Research*, 2(3),16-24
- Asma, A. & Abdallah, S.A. (2019). *The Best Leadership Styles for Preventing the Educational Crisis*. Kampala: MK Publishers.
- Aung, L. & Masare, S. (2020). *The new leaders transforming the art of leadership into the science of results*. Harvard: Timer Warner Paper Backs.
- Ayoub, H. (2017). The role of effective leadership styles in crisis management: A study of Erbil, Iraq. *International Journal of Economics, Commerce and Management*, V(4), 107–121. <http://ijecm.co.uk/wp-content/uploads/2017/04/548a.pdf>
- Ayoub, H. & Husam, R. (2017). The Role of Effective Leadership Styles in Crisis Management: A Study of Erbil, Iraq. *International Journal of Economics, Commerce and Management*. United Kingdom: Vol. V, Issue 4, Page 107.
- Basit, S., Sebastian, E., & Azuh, L. (2021). *Management of organizational behavior. Utilizing human resources*. Eagle wood clif, NJ/: pretence hall
- Bayad, J.A. & Anwar, G. (2021). Administrative Crisis: The Role of Effective Leadership Styles in Crisis Management. *International Journal of Advanced Engineering, Management and Science (IJAEMS)*. Peer-Reviewed Journal ISSN: 2454-1311 | Vol-7, Issue-6.
- Bilal, L., Kuchenke, P. & Baughman, D. (2019). Patterns of aggressive behavior in experimentally created social climates. *Social psychology*, 10, 271-301

- Bipath, K. (2022). Exploring the Role of the Principal in Creating a Functional School Culture, *International Journal of Humanities and Social Science*, 2 (17), 203-209.
- Bowers, M. R., Hall, J. R., & Srinivasan, M. M. (2017). *Organizational culture and leadership style: The missing combination for selecting the right leader for effective crisis management*. Thousand Oaks: Sage.
- Bundy, J., Pfarrer, M. D., Short, C. E., & Coombs, W. T. (2017). Crises and crisis management: Integration, interpretation, and research development. *In Journal of Management*, 43(6), 1661–1692. <https://doi.org/10.1177/0149206316680030>
- Bryman, L., Cohen, S. & Morrison, E. (2020). *The New leaders: Transforming the art of leadership into the science of results*. Little brown, Zancaster press, London.
- Celik, A., Akgemci, T., & Akyazi, E. T. (2016). A Comparison between the Styles of Transformational Leaders and Authentic Leaders in Crisis Management. *International Journal of Academic Research in Business and Social Sciences*, 6(2), 183-196
- Cherry, M. (2018). *Overview of leadership in organization*. [http://WWW .Management help.org.com](http://WWW.Managementhelp.org.com).
- Cho, Y., Shin, M., Billing, T. K., & Bhagat, R. S. (2019). Transformational leadership, transactional leadership, and affective organizational commitment : A closer look at their relationships in two distinct national contexts. *Asian Business & Management*, 0123456789. <https://doi.org/10.1057/s41291-019-00059-1>
- Creswell, J.W. (2014). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. 3<sup>rd</sup> edition. Los Angeles, Sage.
- Cronbatch, L. (1946). *Designing qualitative research*. Strategic Planning for MIS. New Delhi: Sage publication Ltd.

- Daniels, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 14(2), <https://doi.org/10.1016/j.edurev.2019.02.003>.
- District Education Office Records (2022).
- Dwivedi, Y. K., Hughes, D. L., & Coombs, C. (2020). Impact of COVID-19 pandemic on information management research and practice: transforming education, Work and life. *International Journal of Information Management*, 55, 102211. <https://doi.org/10.1016/j.ijinfomgt.2020.102211>
- Eko, N.P., Achmad, S., Mustiningsih, Z. & Anselmus, D. (2021). *The Effectiveness of Principal Leadership Styles in Crisis Management*. State University of Malang, Faculty of Education, Department of Educational Administration, East Java, Indonesia, [ekonurhajila@yahoo.com](mailto:ekonurhajila@yahoo.com)
- Eisenberger, R. (2020). *Journal of Applied Psychology*, 2020 American Psychological Association 2020, Vol. 95, No. 6, 1085–1103 0021-9010/10/\$12.00 DOI: 10.1037/a00208581085; Retrieved April 2022
- Gore, L., Lioyd, S., Smith, F, Ellis, B. & Lubans, L. (2017). *The Influence of Leadership Styles on Teacher Job Satisfaction*. Educational Administration Quarterly. *Handbook of leadership*, New York City, USA Free Press
- Greenleaf, C. & Leithwood, L. (2019). *A Comparative Study of the Impact of Principals' Leadership Styles on Job Satisfaction of Teachers*. Unpublished Ph.D. Thesis, University of Punjab. Lahore, Pakistan.
- Halkos, R. & Houbouboi, Z. (2018). *The Effect of Reward Management on Employees Commitment in the Universities in Nakuru County-Kenya*. *Journal of Human Resource*

Management;4(4):3748;<http://www.sciencepublishinggroup.com/j/jhrm>doi:10.11648/j.jhrm.20160404.12; ISSN: 2331-0707 (Print); ISSN: 2331-0715.

Haneen Ismail Sayed (2020). *Influence of Principals' Leadership Styles on Students' Kenya Certificate of secondary Examination Performance in Kajiado North District*. Unpublished M.Ed project, Nairobi, University of Nairobi.

Henard, L. & Roseveare, S. (2020). *Integrating social and motivational models of work design: A meta-analytic summary and theoretical extension of the work design literature*. Paper presented at the annual conference of the Society for Industrial and Organizational Psychology, Dallas, Texas.

Hussain, A. & Sinjar, A. (2021). Impact of Leadership Styles on Crisis Management According to Module H. *European Journal of Business and Management*. ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online [www.iiste.org](http://www.iiste.org)). Vol.6, No.2,

Ismail, H. (2019). 'Employee Freedom: Till What Extent?' *International Journal of Research-Granthaalayah*, Vol. 7(3), 282-301. <https://doi.org/10.29121/granthaalayah.v7.i3.2019.974>. Retrieved Jan 2022

Iqbal, M., Anwar, L., & Abbas, S. (2019). *Study of Motivational Needs and Satisfaction of Secondary School Business Studies Teachers in Nairobi Province*. Unpublished M.Ed. Thesis. Nairobi, University of Nairobi.

Jordan, A.T. & Tice-Owens, K. (2016). Crisis Management in Non-profit Organizations: A Case Study of Crisis Communication and Planning. *Journal of Non-profit Education and Leadership*, 6(2), 159–177

Kapucu, N., & Ustun, Y. (2018). Collaborative crisis management and leadership in the public sector. *International Journal of Public Administration*, 41(7), 548–561. <https://doi.org/10.1080/01900692.2017.1280819>

- Kendra, C. (2020). *Not bosses but leaders: How to lead the way to success*. MPG book Limited. Bodmin, Cornwall.
- Khajeh, E. H. (2018). Leadership styles on organizational performance in Uganda. *Journal of Human Resources Management Research*, 1–10. <https://doi.org/10.5171/2018.687849>
- Kirungi, A. R. (2020). *The effect of Head Teachers Leadership Styles on Teacher Performance in Uganda. A case Study in Selected Schools in Kabarole District*. Master's Degree Dissertation in Institutional Management and Leadership; Uganda Management Institute, Kampala.
- Kiboss, L. & Jemiryott, S. (2019). *A three-component conceptualization of organizational commitment*. Issues in Educational Management. Enugu-Hipuks: Additional Press.
- Kothari, C.R. (2013). *Research Methodology: Methods and Techniques*. (2<sup>nd</sup> ed.), New Delhi: New Age International.
- Korir, B. & Kipkebut, S. (2016). *School Based Management as School Reform*. Thousand Oaks: Corwin press inc
- Krejcie, R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities*. Educational and Psychological Measurement.
- Lausanne, P. (2021). *Job Satisfaction of Secondary School Principals in the Rift Valley Province, Kenya*. Unpublished M. Ed Thesis, Ontario Thunder Bay, Lake head University.
- Lojpur, L., Aleksic, S., Vlahovic, F., Honglei, D. & Bichen, G. (2018). *Supervision in the Hospitality Industry*. (4<sup>th</sup>ed). New Jersey: John Wiley & Sons, Inc
- Machumu, L. (2019). *Relationship between leadership behaviour of public secondary school principals and the motivation levels of teachers in Kiambu district*. Kenya unpublished M. Ed project. Nairobi, Kenyatta University.

- Machumu, J.H. & Kaitila, M.M. (2019). Influence of leadership styles on Teachers' job satisfaction: A case of selected primary Schools in Soroti and Moroto Districts, Uganda. *International Journal of Educational Administration and Policy Studies*, 6(4), 53-61
- Mahfouz, S. A., Awang, Z., & Muda, H. (2019). The impact of transformational leadership on employee commitment in the construction industry. *International Journal of Innovation, Creativity and Change*, 7(10), 151–167.
- Maseka, G., & Mabuku, K.R (2019). 'The Effects of Head Teachers' Leadership Styles on the Teacher Performance in Selected Mission and Public Secondary Schools of Muchinga Province- Zambia'. *International Journal of Humanities Social Sciences and Education (IJHSSE)* Volume 6, Issue 9, [www.arcjournals.org](http://www.arcjournals.org)
- Malunda, L., Onen, S. & Musaaazi, J. (2017). *Facet and overall satisfaction of secondary school administration and teachers in Kitui district, Kenya*. Unpublished M Ed thesis University of Saskatchewan.
- Malunda. L., & Phule-Ambedkarite, R. (2021). Leadership and organizational development. *Journal conceptual paper*, 21(4) 201-207.
- Mitonga-Monga, J. (2022). Perceived leadership style and employee participation in a manufacturing company in the democratic republic of Congo. *African Journal of Business Management*, 6(15), 5389–5398. <https://doi.org/10.5897/ajbm11.2443>
- Namuddu, E. (2021). *Leadership styles and Teachers Job Satisfaction in selected private secondary schools in Wakiso District*. Unpublished B.Ed dissertation
- Nakola, S.K. (2017). *Effects of Principals' Leadership Styles on Motivation Levels of Teachers in Public Secondary Schools in Apac District*. Unpublished, M.Ed. project. Kampala: Kampala International University.
- National Schools Inspection Report (2017/2018)

- Ndaipa, R. (2019). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage publication Inc.
- Ngatuni, L. & Matoka, P. (2020). *Introduction to leadership concepts and practices*. Thousand Oaks, CA: Sage publication Inc.
- Nyamboga, L., Gwiyo, E. & Chukwasa, J. (2019). *Networking for Education Improvement*, in Goodlad, J.I. (Ed), *The Ecology of School*. Renewal, Chicago, IL: Chicago University Press.
- Ocen, N.J. (2020). *Leadership Effectiveness, Leadership Style and Employee Readiness*. Leadership & Organization Development: Kampala: (MUK Dissertation).
- Okoroji, T., Anyanwu, L., & Ukpere, S. (2019). *An investigation of job satisfaction of the mathematics and science teachers in secondary schools in Murang'a district*. Unpublished M. Ed, Thesis, Nairobi, Kenyatta University.
- Rutkowski, L., Jude, D., Kark, S., & Avolio, L. (2021). *Leadership Style Factors that Influence Motivation of Pre-School Teachers in Public Pre-Schools in Embu North District*, Embu County, Kenya. Unpublished M. Ed Project, Nairobi. University of Nairobi.
- Sadeghi, A. & Pihie, Z.A. (2022). “Transformational Leadership and Its Predictive Effects on Leadership Effectiveness”, *International Journal of Business and Social Science*, 3(7), 186-197
- Sayed, L. (2020). *Relationship between Head-teacher – teacher relations and teacher effectiveness in secondary schools in Soroti District*. Kampala: (Master’s Degree Thesis-Makerere University)
- Sekaran, U. (2003). *Research method for business: A skill building approach*, 4<sup>th</sup>edition, John Wiley & Sons.

- Shahmandi, D. (2021). *Effects of Head teachers' Leadership styles on Job Satisfaction in public Secondary Schools in Tetu District*. Unpublished M.Ed. Thesis, University of Nairobi.
- Stephanie, W.E. (2016). *Reliability and Validity in Research: definition, Examples*. Washington D.C: American Council of Education.
- Spreen, L. & Topher, E. (2019). '*Relationships Among Affective job commitment, Organizational Affective Commitment and Turnover Intentions of University Academicians in Tanzania*' *The Pan-African Journal of Business Management*, Volume 4, Issue 1, 2019: 47
- Spreen, L. & Knapezyk, R. (2018). *Developing teacher leadership*; a paper presented at the 5<sup>th</sup>Edition. ACP conference. Kampala, Uganda.
- The Uganda Government White Paper on Education (1992)
- The School Inspection Report, Nakifuma Town Council (2018).
- Tom, R. (2019). 'Communication, Commitment & Trust: Exploring the Triad'; *International Journal of Business and Management Vol. 6, No. 6; June 2019. [www.ccsenet.org/ijbm](http://www.ccsenet.org/ijbm); doi:10.5539/ijbm.v6n6p77.*
- Veloo Komuji, L. (2018). *The Relationship between the Principals' Leadership Styles and Teachers' Job Satisfaction of Secondary Schools in Anambra State*. Unpublished M.Ed. Thesis, University of Nigeria, Nsukka
- Walumbwa, M.J. (2021). Transformational and Transactional Leadership: An Exploration of Gender, Experience, and Institution Type. *American Academy Journal*, 15(2), 331-351
- Winkler, N., Itiola, S., Bass, R., Lei, E. & Akram, A. (2020). *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD. Thesis, University of South Africa

- Wilson, G. & Africa Research Review on Education (2021). *'Affective job commitment and Organizational Commitment: A Cross-Sectional Study with Reference to Teachers in Technical & Management Institute'*. Global Journal of Management and Business Research Administration and Management Vol 13, Issue 8 Version 1.0 (2018). Global Journals Inc. (USA); Online ISSN: 2249-4588 & Print ISSN: 0975-5853. Retrieved March 2023
- Yahaya, L., Osman, S., Mohammed, R., Gibrilla, S., Cheng, S. & Wang, E. (2020). *The drivers of employee engagement*. IES Report No. 408. Brighton, UK: Institute for Employment Studies.
- Zabadi, L. (2018). *A Study of the Effects of Leadership Styles on Performance in UNEB Exams in Apac, Kampala*: Unpublished M.Ed. Thesis, Kampala University.

## APPENDICES

### APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

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

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

Source: Krejcie & Morgan, 1970

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

### **TOPIC: AN ASSESSMENT OF THE LEADERSHIP STYLES AND CRISIS MANAGEMENT AMONG SELECTED SECONDARY SCHOOLS IN NAKIFUMA TOWN COUNCIL**

**Introduction:** I am, NTALE EFRANCE, a researcher from Uganda Christian University. I am conducting a study entitled “An assessment of the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council”.

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

**Purpose of the Study:** The purpose of the study shall be to assess the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council.

**Procedure of Study:** You have been identified to participate in the study and I wish to ask a few questions regarding the “An assessment of the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council”. Your responses/answers will help us to establish how best we can improve on crisis management in secondary schools in Nakifuma Town Council. The responses will be recorded on the questionnaire.

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

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

**Benefits and Risks:** The results of this study will be beneficial to the secondary schools in Nakifuma Town Council, entire region and country at large as they will go a long way in promoting management of crisis in secondary schools. There are no anticipated risks as a result of your participation in this study.

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

**Consent Statement:** I have been informed about the study on the “An assessment of the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council”. The purpose and nature of the study, the benefits and risks have been explained to me. I have been informed that the information given will be kept confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

_____	_____
Participants Signature/thumb print	Date
_____	_____
Name of Researcher	Signature/thumb print
_____	_____
	Date

## **Appendix III: QUESTIONNAIRE**

### **Teacher's Information**

#### **Introduction**

Dear respondent,

My name is Ntale Efrance, a Masters student of Uganda Christian University carrying out a study on “An assessment of the contribution of leadership styles on crisis management in selected secondary schools in Nakifuma Town Council”. This questionnaire aims to get participant views in order to enhance the crisis management in the town council. Your views and opinions are central to all the decisions that will be made in ensuring that every Teacher is supported to provide the best crisis management in secondary schools within the Town Council.

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

Thank you for the time to complete this questionnaire.

Date: .....

School.....

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

#### **Instruction:**

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

## Section A

### 1- Age

- 18 – 27 years
- 28 – 37 years
- 38 – 47 years
- 48years & above

### 2- Sex (Gender)

- Male
- Female

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

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

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

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

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

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

Scale:

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

**Section B**

	<b>B, Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Leadership styles in schools</b>					
5	In our school, school managers base on charismatic leadership for proper crisis management					
6.	Autocratic leadership has been adopted by school managers for crisis management in our school					
7.	In our school, school managers base on transformative leadership for proper crisis management					
8.	Transformational leadership has been adopted by school managers for crisis management in our school					
9.	In our school, school managers base on transactional leadership for proper crisis management					
10.	Entrepreneurial leadership has been adopted by school managers for crisis management in our school					
11.	In our school, school managers base on laissez-faire leadership for proper crisis management					
12.	Democratic leadership has been adopted by school managers for crisis management in our school					
13.	In our school, school managers base on bureaucratic leadership for proper crisis management					
14.	In our school, school managers base on authoritarian leadership for proper crisis management democratic leadership					

### Section C

	<b>C, Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Leadership styles and crisis management</b>					
15.	Autocratic leadership gives full empowerment to the school leader with minimal follower's participation.					
16.	The head teacher rarely considers suggestions made by subordinates					
17.	There is usually strong orientation towards conformity of rules and regulations					
18.	The head teacher usually takes full control and authority in managing crisis					
19.	The head teacher regularly tells us what to do, how to do it and when he/she wants it done					
20.	The head teacher usually creates an environment where I take ownership of the project and he/she allows me to participate in the decision making process.					
21.	The head teacher usually retains the final decision making authority in the school.					
22.	My head teacher usually considers his/her decision as final					
23.	Entrepreneurial leadership helps create an encouraging atmosphere to change and innovate in schools					
24.	Autocratic school managers retain much authority and decision making which he imposes on the teachers to implement crisis management					

**Section C**

	<b>C, Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Challenges that head teachers encounter when it comes to crisis management.</b>					
25.	In our school, limited financial resources undermine school managers ability to detect crisis					
26.	Geographical location of the school undermines head teachers ability to control or minimize crisis					
27.	In our school, government policy like school closure limits school managers' ability to manage crisis.					
28.	In our school, challenges of managing teaching crisis management stem from the limited of knowledge related to the field itself					
29.	Presence of natural disasters, and disease break out have significantly impacted schools					
30.	Organizational structure limit school managers ability to minimize crisis					
31.	The incapability of the school managers to manage crisis observed in our school					

## Section D

	<b>D, Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Crisis Management</b>					
32.	There is early detection of crisis in our school					
33.	There is school stakeholders' collaboration					
34.	There is crisis intervention plan in our school					
35.	There is crisis management team					
36.	In our school, teamwork has been emphasized					
37.	Health and safety measures in our school					

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

**APPENDIX IV: INTERVIEW GUIDE**

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

**Guiding Questions**

1. In your view, what leadership styles are used in crisis management in selected secondary schools in your schools?

-----  
-----  
-----  
-----

2. What are the effects of those leadership styles on crisis management in selected secondary schools in your schools?

-----  
-----  
-----  
-----

3. What are the challenges that head teachers encounter when it comes to crisis management?

-----  
-----  
-----  
-----

4. How best do you want leadership styles in schools to be enhanced?


-----  
-----  
-----  
-----

5. How best do you want crisis management to be improved?

-----  
-----  
-----  
-----

*Thank you for your Co-operation*

## APPENDIX V: Research Ethics Approval Form

	<b>UGANDA CHRISTIAN UNIVERSITY</b> A Centre of Excellence In the Heart of Africa	UG-REC-026 Approval Version 4.0	25th July, 2023
---	---	---------------------------------	-----------------

25<sup>th</sup> July, 2023

**Ntale Efrance**  
Uganda Christian University  
+256 785828058

**UG-REC-026 APPROVAL NOTICE**

**To: Ntale Efrance, Principal Investigator**

**Re: UCU-REC Application titled: An assessment of the leadership styles and crisis management among selected secondary schools in Nakifuma Town Council**

**Application Number: UCUREC-2023-560-2**

**Version: 4.0**

**Type:**  Initial Review  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:

UGANDA CHRISTIAN UNIVERSITY  
**APPROVED**  
25 JUL 2023  
RESEARCH ETHICS COMMITTEE

---

I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 25<sup>th</sup> July, 2023, to 25<sup>th</sup> July, 2024.

This research is considered minimal risk category.  
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

---

A Centre of Excellence in the Heart of Africa

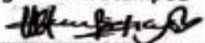
P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, [www.ucu.ac.ug](http://www.ucu.ac.ug)  
@Ugandachristianuniversity @UCUniversity, Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.

4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 25<sup>th</sup> July, 2024 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2023-07-22
2.	Data collection tools	English	1.0	2023-07-22
3.	Informed Consent forms	English	1.0	2023-07-22

Signed and Stamped

  
 Prof. Peter Waiswa,  
 UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)



---

# AN ASSESSMENT OF THE CONTRIBUTION OF LEADERSHIP STYLES TOWARDS CRISIS MANAGEMENT AMONG SELECTED SECONDARY SCHOOLS IN NAKIFUMA TOWN COUNCIL

by Efrance Ntale

---

ORIGINALITY REPORT

---

<b>14%</b>	<b>8%</b>	<b>5%</b>	<b>1%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

---

PRIMARY SOURCES

---

<b>1</b>	<b>www.sagepub.com</b> Internet Source	<b>8%</b>
<b>2</b>	<b>noneinthree.hud.ac.uk</b> Publication	<b>5%</b>
<b>3</b>	<b>www.ednc.org</b> Student papers	<b>1%</b>



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

## SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

### DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 30 April 2024

Name of Candidate: NTALE EFRANCE

Reg. No: RJ21M06/206

Title of Dissertation: AN ASSESSMENT OF THE CONTRIBUTION OF LEADERSHIP STYLES ON CRISIS MANAGEMENT IN SELECTED SECONDARY SCHOOLS IN NAKIFUMA TOWN COUNCIL

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	<b>Overall structure and presentation:</b>		
1.	The cover page need to be revised appropriately.	Corrected as suggested	Cover page
2.	The candidate need to thoroughly edit her work.	Corrected as required	Entire dissertation
3.	The candidate need to indicate her UCU Registration number.	Corrected as required	Cover page
4.	The candidate need to revise date on the final dissertation.	Date revised	Cover page
5.	The candidate should not number the cover page.	Corrected as suggested	Cover page
6.	The date of dissertation submission and the date of candidate's endorsement of the dissertation do not match. This anomaly has to be	Anomaly addressed as suggested	Declaration (Page i

	addressed.		
	<b>Chapter One: Introduction</b>		
7.	The candidate does not have an objective that delved the <b>moderating variables</b> . Accordingly, she should consider discarding these from the conceptual framework.	Extraneous variable considered to capture objective 3	Conceptual framework (Page 18)
	<b>Chapter Two: Literature Review</b>		
8.	However, the candidate ought to do proper in- text citation according to the APA 7th Format Edition e.g. see pg. 20, 27 etc.	Corrected as required	Literature Review (Page 20-31)
9.	The candidate need to appropriate revise the first sentence of the last paragraph on pg. 32.	Sentence revised correctly	Literature Review (Page 32)
	<b>Chapter Three: Methodology</b>		
10.	The candidate ought to state the acceptable way of establishing validity of both quantitative and qualitative research tools.	Corrected as required	Validity (Page 54-55)
11.	The candidate ought to state the acceptable way of establishing reliability of both quantitative and qualitative research tools.	Corrected as required	Reliability (Page 55-56)
	<b>Chapter Four: Presentation and Interpretation of Findings</b>		
12.	The candidate need to edit the dissertation thoroughly e.g. see pg. 64 and 69.	Corrected as required	Chapter Four (Page 65 and 70). Entire dissertation

	<b>Chapter Five: Discussion of Results</b>		
13.	Chapter Five should be for discussion of result. Interpretation of results should be in chapter four. Thus, there is need for the candidate to name the chapters correctly.	Corrected as suggested	Discussion (Page 90-105)
	<b>References and Appendices:</b>		
14.	The consent form shows that the study was for “Okello Bosco”, yet the dissertation is presented for award by “Ntale Efrance” and the questionnaire was administered by “Ntale Efrance”. This is bizarre and questions the credibility of the study. This anomaly must be addressed.	Corrected as required	Appendices: Consent Form (Page 121-123)

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1.	Concentrate on using Fort 12 through-ought the work	Corrected as suggested	Entire dissertation
2.	Remove “typos” on page 46	Typos removed as suggested	Research design (Page 46)
2.	Each chapter to begin on a fresh page	Corrected as required	Entire dissertation

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Methodology, what type of data analysis did you do. How did you arrive to the results and what type of mixed methods did you	Clearly explained	Data analysis (Page 56-57)

	use.		
2	How did you use the SPSS to derive to those analysis	Corrected as suggested	Data analysis (Page 56-57)
3.	On your sample size, you should have explained how many were interviewed and how many filled questionnaire	Corrected as required	Table 3.1 (Page 49)
4.	Did you use likert scale? Where did you get accepted? Need to remove it	Modified as suggested	Chapter Four (Table 3,4,& 5) (Pg 64, 71 and 79 respectively)
5.	You can not run a regression on percentages. It has to be worked on. You need averages or mean score to run regression. You do not have average scores to run regression and correlation. You have to introduce to introduce a column for averages in your tables.	Corrected as suggested	Chapter Four (Table 3,4,& 5) (Page 64, 71 and 79 respectively)
6.	How many leadership styles did you study? If five did you have 5 tables to describe each leadership to show the characteristics of each of them. This would help you find out which of these was visible	Guided by the research objectives	Entire dissertation
7.	How were you measuring crisis management plan, early warning and collaboration?	Corrected as suggested	Findings (Page 84-87)
8.	What is that that indicates crisis management? You need to be clear	Corrected as suggested	Conceptual Framework (Pg 18) Findings (Page 84-87)

	Topic: “towards” could be “On”  “Among” could be “in”	Corrected as proposed	Cover page
4	Statement of the problem: what is not ok, need to be clear	Corrected as required	Statement of the problem (Page 12-13)

...  .30/4/2024...

**NTALE EFRANCE**

**Date**

Signature

.....  .....1/4/2024

**MR. LUGEMWA PATRICK**

**Date**

Signature