
**A STUDY ON HEADTEACHER LEADERSHIP STYLES ON THE PERFORMANCE
OF TEACHERES IN PRIMARY SCHOOLS IN UGANDA, A CASE STUDY
OF ST. VENANSIO PRIMARY SCHOOL, KIBOGA**

1 Kawooya Peter Paul, 2 Dr Ariyo Gracious Kazaara

1, 2 Metropolitan International University

ABSTRACT

The study aimed at a study on headteacher leadership styles on the performance of teachers in primary schools in Uganda and it was guided by the following objectives; To examine the effect of autocratic leadership style on teacher performance at St. Venansio Primary School, to establish the effect of democratic leadership style on teacher performance at St. Venansio Primary School and to examine the effect of laissez faire leadership on teacher performance at St. Venansio Primary School. Both the qualitative and quantitative research designs were used by the investigator in the study. The correlation findings shown that a laissez-Faire approach to management had a considerable impact on how well teachers perform. The advantageous nature of the link that existed among the two parameters were explained by the computed correlation co-efficiency of .342 with an important value of .000. This suggested that when there was a considerable level of unchecked authority delegating tasks, everybody made their own decisions, and there was a lot of passive supervision, instructors' productivity is likely to suffer. Principals need to exercise a little more restraint in their dictatorial management style. Although they ought to put an emphasis on oversight of educators, this should be done in a way that does not give the impression that educators are being coerced or that they are being physically removed from their positions of responsibility. The goal of the supervisory process should be to build the confidence of teachers to perform.

**Key words: head teachers, leadership styles, performance
and teacher's**

Background to the Study

Any society's ability to progress depends on how seriously it has used a tool called

education to promote advancement. Globally, education is still the most important method for the advancement of civilization in the developing countries. However, human resources are the most important components for effective administration of a firm. The accomplishment of organizational goals is facilitated by effective leaders and employees. Without managerial effort and commitment, success is unattainable (T. Christopher, 2022). Therefore, it is crucial for school administrators (head teachers) to help bring about the required adjustments and improvements as well as to work alone to bring order out of the chaos amongst their staff (teachers) in order to improve their effectiveness in the classroom.

Educational statistics show how the demand for secondary schooling has changed recently. 54% of students finished their primary schooling in 2014 (UNESCO UIS, 2015); from 2011 to 2014, the secondary level's gross enrolment rate rose from 11% to 19%; the level's net participation also grew, from 8% (2019) to 15% in 2014. The number of independently operated primary schools has increased over the previous 10 years as well. Currently, there are 627 commercially owned primary schools, as opposed to 847 government-aided schools. Secondary schooling hasn't been fully decentralized in practice, despite being formally decentralized (F. Christopher et al., 2022).

However, as noted in a number of leadership literature, it is important to bear in mind that, much as leadership is recognized as so important in educational institutions it is considered effective if it positively affects the performance of workers and not merely the work out comes.

Statement of the problem

To guarantee that every educational organization have adequate and proper management from their leaders, the ministry of schooling and athletics has worked to put all required regulations in place. These include, among other things, the conduct regulations for superintendents and the rules for the management process. These rules and regulations are in place to make sure that schools are properly

managed in order to attain the necessary levels of academic success. It should be highlighted that a strong leader recognizes the role that staff members play in accomplishing the company's objectives and that employee inspiration is crucial to reaching these goals (Victoria et al., 2023).

Nevertheless, notwithstanding these initiatives, there hasn't been much progress in the efficiency of teachers over time. The results of the 2016 report by the Mountains of the Moon University and the Kiboga Research and Resource Center showed that educators keep going to record low achievement levels. It was noted that there is high instructors' tardiness, late report assessment surrender, low morale, incomplete completion of all subject syllabi, and incomplete textbook text interpretation by students. It has been suggested that the main cause of this situation is the approach to leadership of administrators. Such leadership styles applied was either autocratic, democratic, or laissez-faire, (A comparative study of Bushenyi and Kiboga district education sector 2016). Research findings pointed out a lot of autocratic leadership style tendencies which negatively affected teacher performance when applied without considering the magnitude of the issues at hand.

Objectives of the study

- 1. To examine the effect of autocratic leadership style on teacher performance at St. Venansio Primary School.*
- 2. To establish the effect of democratic leadership style on teacher performance at St. Venansio Primary School.*
- 3. To examine the effect of laissez faire leadership on teacher performance at St. Venansio Primary School.*

Research Questions

- 1. What is the effect of autocratic leadership style on teacher performance at St. Venansio Primary School?*

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2. *What is the effect of democratic leadership style on teacher performance at St. Venansio Primary School?*
 3. *What is the effect of laissez faire leadership on teacher performance at St. Venansio Primary School?*

Methodology

Research design

Both the qualitative and quantitative research designs were used by the investigator in the study. According to Kothari (2014), a study's methodology is a structure that demonstrates how the issues under examination were resolved. According to Amin (2015), combining qualitative and quantitative research designs is a crucial method of redundancy when conducting a study involving a sizable number of participants. Because information was gathered from a small sample of those who participated to serve as a representation of the general population, this survey was a cross-section in nature. At St. Venansio Primary School in the Kiboga district, it also assisted in determining the impact of the unrelated factors on the dependent variable.

Study Population.

A population is the complete set of all items in which an investigator is interested. A population is the set of outcomes from a system or a process that is to be studied (Kothari, 2011). The total population of the study was 126. The study was conducted at Venansio Primary School and included the Head teacher, 25 teachers and .100 upper primary pupils.

Sample size.

Sampling is the process of selecting units (people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen (Trochim, 2015). It comprised of the Head teacher, 25 teachers and 72 upper primary pupils who was randomly selected

totaling 98 respondents.

Sampling techniques and procedure

In order to choose the six schools and instructors, the investigator used straightforward random selection techniques. According to Amin (2015), it is thought that after a sample has been carefully collected, it is then possible to extrapolate the findings to the entire population. Using intentional sampling, the investigator chose principals because they were key informants with a broad understanding of the factors under investigation.

Data collection Methods

This study used both primary and secondary data collection methods. Primary data was collected using survey method and interview method while secondary data was collected using documentary review.

Data Analysis

Both qualitative and quantitative data analysis were used in this study. Given that all of the predictions concern connections between, for example, head teacher styles of leadership and performance of educators, the statistical information was mathematically investigated and correlated using the method known as Pearson product moment correlation. This is given that Pearson Correlation Coefficient is suitable for testing these connections. SPSS was used to alter the statistical analysis results (Nelson et al., 2022). The analysis of qualitative data took the form of narrative analysis, which was consistent with the three main themes of the study that were derived from the research objectives: the connection between autocratic management and performance among educators, the degree to which democratic management is related to teacher achievement, and the possibility of a connection between laissez-faire management and the achievement of teachers.

RESULTS

Descriptive results
Table 1 Descriptive results on autocratic leadership style

	Mean	Std. Deviation	N
<i>Head teachers usually does consider teachers' suggestions and ideas indecision making process</i>	1.76	.431	81
<i>Head teachers use threat and punishment to get the objectives of the school achieved</i>	4.25	.560	81
<i>Head teachers have a tendency to neglect the rights and personal needs of the teachers.</i>	4.11	.478	81
<i>Head teachers treat opposing views as enemies of his administration doesnot discourage teachers from contributing to the administration</i>	3.93	.714	81
<i>The head teachers are very strict and insist on teachers' absolute obedience and compliance to his dictates</i>	4.25	.621	81
<i>Head teachers ask their teachers of what needs to be done in the school</i>	2.16	.492	81
<i>The head teacher creates an environment where teachers feel they are part of the school development</i>	2.45	.970	81
<i>The head teachers do not allow teachers to vote on a major decision to be taken in the school</i>	1.95	.807	81
<i>Head teachers ensure that for a major decision to pass, it must have the approval of each individual or the majority.</i>	2.08	.782	81
<i>There is basically no clear communication between the head teacher and the teachers</i>	4.16	.492	81
Valid N (listwise)			81

It was disputed that superintendents typically take teacher recommendations and ideas into account when making decisions in terms of a dictatorial style of leadership (mean=1.76). This suggests that in schools where centralized control seems to be the norm, teachers' proposals in the decision-making process are seldom taken into account. This may cause instructors to feel unimportant to the school, which could have an impact on how well they perform over time.

Additionally, it was discovered that some school heads employ threats and sanctions to ensure that the institution's goals are met (mean: 4.25). This suggests that in order to accomplish the goals of their school, the administrators in this type of management must scare teachers from several viewpoints. This not only increases the perception of apprehension among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run.

Additionally, it was acknowledged that head teachers frequently disregard the rights and demands of their staff (mean: 4.11). As a result, in certain institutions with dictatorial leadership, the requirements of individual teachers are completely ignored. This suggests that in this type of management, administrators seldom take into account the needs of the teachers to contribute to the growth of the school, and this has a significant long-term impact on the performance of educators.

In the survey, it was determined that head teachers are extremely rigorous and demand complete cooperation from their staff (mean: 4.25); yet, it was determined that asking staff members for input on what's required to be carried out within the school is not acceptable (mean: 2.16). This suggests that head educators utilize a lot of authority at schools where this type of management is used and demand excessive obedience and conformity to their demands, an aspect that intimidates teachers and negatively impacts their academic

achievement in a variety of ways.

The head teacher fosters a culture in which teachers feel invested in the growth of the school (mean = 2.45). The majority (mean=2.08) of people must agree for a significant choice to be approved by the superintendent of schools in order for it to be implemented. This suggests that at schools with dictatorial management in place, heads of instructional staff hardly ever foster an atmosphere where educators feel like they are a part of the institution and its progress, let alone take part in it.

Furthermore, it was acknowledged that there are some schools where the head instructor and instructors essentially don't communicate (mean: 4.16). This suggests that there is insufficient interaction within this type of management, and the head teachers prefer to speak when they feel it is appropriate and push on instructors whatsoever, they believe to be crucial to the school, which has an impact on their academic achievement over time.

Descriptive Results

Table 2 Democratic leadership and teacher performance

	Mean	Std. Deviation	N
The head teacher has a free communication style in his administration that encourages teachers to be part of the administration	3.92	.448	81
Head teacher take the interest and welfare of the teachers into consideration in decision making process	1.52	.576	81
Head teachers encourage interpersonal relationship among the teachers	4.07	.643	81
The head teacher uses praises and encouragement as motivational strategies to induce better commitment for	3.71	.948	81

productivity			
<i>The head teacher allows teachers high degree of initiative and creativity in their work</i>	2.49	.522	81
<i>The head teachers encourage teachers to form and promote teamwork</i>	4.22	.410	81
<i>The head teacher asks teachers for their vision of where they see their jobs going and then use their vision where appropriate.</i>	1.86	.636	81
<i>The head teacher allows teachers to set priorities with my guidance</i>	2.38	.583	81
<i>The head teacher delegates tasks in order in order to build the school effectively</i>	2.21	.868	81
Valid N (listwise)			81

In the study, it was debatable whether or not the superintendent of schools with what appeared to be democratic management had a manner of communicating in his management that encouraged teachers to participate in it (mean: 3.92). This suggests that these leaders speak freely with their staff members at any time and in a variety of situations, which might improve teachers' effectiveness.

There was disagreement about whether or not the head teacher considers the interests and welfare of the teachers when making decisions at schools that assert to follow democratic management approaches (mean = 1.52).

This suggests that teachers' primary interests are not taken significantly as major contributing elements to their achievement, and this over time undermines their achievement levels, especially in those institutions that claim to employ democratically elected methods.

However, it was determined that most schools with democratic governance procedures support relationships between teachers (mean: 4.07), and they employ encouragement and praise as methods of motivation to increase dedication to production (mean: 3.71). This suggests that in democratic

leadership styles, head teachers support their staff in developing communication abilities and use flattery and support as motivational instruments to boost staff morale.

However, it wasn't agreed upon that the superintendent encourages educators to take a lot of initiative and be creative in their work (mean = 2.49). This suggests that instructors are not given the chance to be creative and innovative at work by bringing in their own methods of doing activities at institutions of learning, and this in many ways lowers the morale among educators to succeed. This is true notwithstanding the approach to governance that may be depicted in the company's culture.

In the survey, there was disagreement on whether or not administrators should support and foster cooperation among their staff (mean: 4.22). Instructors are urged to foster teamwork in classrooms where democratically elected approaches are used since it encourages students to collaborate with one another and ultimately improves productivity.

In the study, it was disapproved that the head instructor gives teachers recommendations in setting priorities (mean=2.38) and that, in schools that exhibit democratic management traits, the head instructor delegated tasks in order to successfully establish the school (mean=2.21). As a result, this suggests that even in these types of institutions that represent democratic management styles, neither the superintendent nor the instructors are given the opportunity to decide on certain issues that affect the school. Since they don't own the decisions that have been made, teachers become less motivated, which negatively affects cooperation as an achievement factor.

Table 3 Descriptive results on laissez faire leadership style

	Mean	Std. Deviation	N
<i>The headmaster allows teachers go about their work the way</i>	2.45	.693	81

<i>they want</i>			
<i>The head teacher does not take necessary action in case teachers stray</i>	4.34	.593	81
<i>The head teacher usually shies away from responsibility.</i>	3.77	.607	81
<i>Each individual teacher is responsible for defining what to do and when</i>	3.93	.593	81
<i>The head teacher does not engage in strict supervision of teachers.</i>	4.19	.772	81
<i>Teachers have the liberty to determine their own school objectives</i>	2.01	.450	81
<i>Teachers come and leave the school as of and when they want</i>	4.33	.590	81
<i>The teachers are given full mandate to make academic decisions without intervention from the head of school.</i>	1.50	.604	81
<i>Teachers are not interfered with when making decisions that promote progress in this school</i>	1.50	.751	81
<i>The head of school leaves staff to make decision on school programs without prior intervention.</i>	2.06	.634	81
<i>Valid N (listwise)</i>			81

In the study, it was shown to be untrue that the headmaster permits teachers to approach their work anyway they like in schools that do employ a style of laissez-faire management (mean = 2.45). This suggests that even while the leadership style exists, teachers are not allowed the freedom to complete their task in the manner they see fit.

However, it was acknowledged that the head instructor frequently avoids accountability (mean=3.77) and does not take the appropriate steps when instructors deviate (mean=4.34). This suggests that in schools where this method of management is completely implemented, even when instructors disobey, little action is done against them because most teachers avoid taking on these types of

duties. However, since everyone often follows their instincts, this could cause misunderstanding.

It was determined that in this type of management, it is up to each particular instructor to decide what to do and when (mean:3.93), the head teacher doesn't have rigorous control over the instructors (mean:4.19), and educators are free to enter and exit the school as they choose (mean:4.33). Since the superintendent disregards them up and shows up as desired, it is implied that in this type of management, every instructor decides what they want to do independently and without interference. Since instructors carry out tasks in the manner in which they see fit, this poses an important threat to their achievement levels.

However, there was disagreement over whether instructors in those institutions that appear to employ a laissez-Faire approach to management have the freedom to choose their own educational goals (mean=2.01) and whether they have full authority to make educational choices without the head of school's interference (mean=1.50). This suggests that, notwithstanding the manner of management being in place, instructors do not have the freedom to choose their own school's goals and to make judgments regarding academic matters.

However, it was disputed whether or not the head of school lets employees decide on school programs without his or her involvement in laissez-faire schools (mean=2.06). This suggests that even while the management style is in place, instructors are not left in charge of making judgments about the school.

Testing hypothesis Three: there is a positive effect of head teachers' laissez-Faire leadership style on teacher performance.

Results from a correlation analysis between laissez-Faire leadership style and teachers' performance was established and results are presented in the tables below.

Table 4 Correlation between laissez-Faire leadership style and teachers'

performance

Correlations			
		<i>Leizzfare</i>	<i>Performance</i>
<i>leizzfare</i>	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.002
	N	80	80
<i>performan ce</i>	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.002	
	N	80	81
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation findings in the table above show that a *laissez-Faire* approach to management has a considerable impact on how well teachers perform. The advantageous nature of the link that exists among the two parameters is explained by the computed correlation co-efficiency of .342 with an important value of .000. This suggests that when there is a considerable level of unchecked authority delegating tasks, everybody makes their own decisions, and there is a lot of passive supervision, instructors' productivity is likely to suffer.

Conclusions

The majority of the administrators at St. Venansio Primary School employ a dictatorial method of leadership. Most administrators prefer to be harsh with their staff members, and they make sure that all regulations and rules are adhered to in the school. The majority of administrators make sure that their interactions with their instructors are strictly businesslike. However, this style of administration instills fear, which has a long-term negative impact on teachers' levels of productivity. This is related to Nammudu (2004), who discovered that an

autocratic leadership style makes instructors work under stress and is the most dictatorial and demanding. This immediately has a detrimental impact on a teacher's productivity.

Recommendations

The DEOs, which are part of the ministry of education, ought to concentrate on educating all the head instructors in the best methods for implementing dictatorial management in a school setting and for measuring the achievement of teachers. The professional connection among administrators and educators can be maintained after such instruction, but they make sure that instructors are not afraid for them to have an impact on their output levels.

Principals need to exercise a little more restraint in their dictatorial management style. Although they ought to put an emphasis on oversight of educators, this should be done in a way that does not give the impression that educators are being coerced or that they are being physically removed from their positions of responsibility. The goal of the supervisory process should be to build the confidence of teachers to perform.

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