
**THE EFFECT OF HEAD TEACHERS' LEADERSHIP STYLES AND TEACHERS' JOB PERFORMANCE
IN SECONDARY SCHOOLS IN UGANDA: A CASE STUDY OF BUTALEJA DISTRICT**

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ABSTRACT

The study aimed at the effect of head teachers' leadership styles and teachers' job performance in secondary schools in Uganda and it was guided by the following objectives; To examine the effects of head teachers' democratic leadership style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District, to examine the outcomes of head teachers' autocratic leadership style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District and to examine the results of head teachers' transformational leadership Style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District. This was the population to which the researcher wanted to generate the results.

From the findings, $R^2=0.117$ shown that 11.7% variation in teachers' performance is explained by changes in laissez-Faire leadership style. This implied that any changes in laissez-Faire leadership style would lead to 11.7% chance change in teachers' performance in secondary schools in this area. In the study results confirmed that laissez-Faire leadership style significantly influenced the performance of teachers in school that practice it ($P=0.342$, $p<0.01$). The ministry of education through the DEOs should put emphasis on training all the head teachers on how best practices of applying autocratic leadership in a school environment and as well be able to obtain teachers performance levels. After such training the professional relationship between head teachers and teachers and can be kept professional but they ensure that teachers do not fear them to affect teacher's performance levels.

Key words: head teachers, leadership styles and teachers' job performance

Background of the Study

The history of management and how it affected the performance dates way lower back as early because the seventeenth century (Cole 2004) wherein closer to the stop of that century, the arena started out noticing a shift from treating humans as machines and as an alternative see them as human capital that could be important to gain different paintings responsibilities (Godfrey et al., 2023). consequently, performance turned into operationally perceived as; executing described obligations, assembly deadlines, group enter, and attaining departmental desires. The above, turned into talked about via (Musaibah et al., 2023) caused efficiency, specialization, powerful comments and properly organizational relations. a great leader needs a practical concept of management styles which are practical, a clean photograph of the impact of the location he/she needs to achieve, and an express view of the manner he/she plans to use this position to persuade others in the corporation in accomplishing preferred goals (Winny et al., 2023). Maximum leaders in secondary schools simply consider and take leadership within the instructions that pleases them relying on a management style he/she may additionally wish to apply. although every leadership style affects the fulfillment of a goal differently. Consequently, this research takes a look at centered on setting up the outcomes of leadership styles, on secondary college instructors' job overall performance in east Bunyole constituency; Butaleja district (Emmanuel et al., 2023). For a higher know-how of the concern count, the researcher became to adopt the cutting-edge leadership theory which

become commonly a dynamic and reciprocal system between people pursuing a not unusual goal. in the business enterprise, this idea pondered approximately the interpersonal behaviors (the relationships among supervisors and people). As an example, the specific connection among a leader and his/her fans that debts for great performance and accomplishments for the agency and large group (Christopher et al., 2022b). Consequently, it become believed that employees who understand leadership behaviours and businesses' CSR activities welfare have been much more likely to improve their process performance (Paul & Kazaara, 2023)

Problem Statement

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The secondary school teachers' task overall performance in Bunyole East, Butaleja district turned into at stake proper from the time the district turned into shaped (Seth & Ntirandekura, 2022). This turned into evidenced from the personnel assessment file (2012) which found out that over 60% of the teaching personnel failed to meet their performance goals as determined of their failure to make schemes of work, lesson plan, designing educational materials, and educate therefore as they run among faculties to make ends meet; implying that their head instructors' leadership styles which involve influencing and calls for operating with humans, are nevertheless looking (Alex & Kazaara, 2023). This became because leadership became now not "one size fits all" factor;

frequently, a manager must adapt their fashion to healthy a state of affairs or a specific organization and this become why it become beneficial to benefit an intensive know-how of various management patterns; in spite of everything, the greater strategies the manager changed into acquainted with, the greater gear they were to use to lead correctly (Murray, 2013). Therefore, the researcher 's mission changed into to establish the effect of head teachers' management styles on teachers' job performance in secondary colleges, with regards to Bunyole East constituency, Butaleja district; because head instructors' management style and help significantly add to the lecturers' engagement and therefore overall performance (Winny et al., 2023).

Specific Objectives

- To examine the effects of head teachers' democratic leadership style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District.
- To examine the outcomes of head teachers' autocratic leadership style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District.
- To examine the results of head teachers' transformational leadership Style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District.

Research Questions

- What were the effects of head teachers' democratic leadership style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District?
- What was the relationship between head teachers' autocratic leadership style and secondary school teachers' job performance in Bunyole east constituent, Butaleja District?
- What was the contribution of head teachers' transformational leadership Style on secondary school teachers' job performance in Bunyole east constituent, Butaleja District?

Methodology

Research design

A research design simply meant a plan according to which research participants would be found and how information would be collected from them. This research adopted a descriptive survey design in which both

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qualitative and quantitative techniques of data collection was employed. The design was used because it was a method of investigation in which self-reported data collected from samples of pre-determined interests was to be done (Cresswell, 2008). It involved a cross sectional survey where both male and female teachers were to be used to give the required data in determining the effect of head teachers' leadership styles on their job performance (Victoria et al., 2023).

Target Population.

This was the population to which the researcher wanted to generate the results. The target population therefore consisted of head teachers of secondary schools and their teachers. These included: Bukedi College Kachonga, Hasasha SS, St. Mary SS Nampologoma, Kangalaba SS, Butaleja SS, and Kaiti SS thereby making 6 head teachers and 30 teachers thereby making 36 respondents.

Sample Size

According to Amin (2005) in Kalukusu (2020:38), one main reason why a sample and not a census was usually taken for the estimation of population parameters was the lack of adequate resources (besides time) constraint; hence the accurate determination of the minimum sample size required for a given maximum error became important. This prevented the researcher from being wasteful. Therefore, in order to determine a representative sample size from a cross-section of the population that fulfilled the requirements enumerated.

Sampling Technique

Sampling was the use of a subset of the population to represent the whole population (Amin 2005). To that effect therefore two complimentary techniques were adopted for this study:

Purposive Sampling Technique,

This was used to select the head teachers due to their position as leaders and administrators.

Stratified Sampling Technique

The individual respondents from each department were selected using the stratified sampling technique as Amin (2005) points out that in a stratified sampling technique the population was divided into subgroups or population such that the elements within each subpopulation are homogenous and then simple random samples were selected independently from each subpopulation. Therefore, the total population of respondents were partitioned into females and males such that they are proportionally represented in the study.

Data Collection Instruments

This study employed two methods in the collection of data for instance a questionnaire survey and interviews.

Questionnaire Survey

This study used a questionnaire survey because it was highly suitable where respondents find it easy to answer and allow the researcher to easily identify the main concerns of the respondents. The respondents here gave out their opinions through answering the questions asked by a researcher. Therefore, a self-administered closed ended

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questionnaire was to be used for the study by all respondents because it had the ability to limit inconsistency and also save time as suggested by Amin (2004) in keeping the respondents to study theme.

Data Analysis

Data analysis meant a scientific and statistical technique for determining the statistical significance of different data collected in qualitative or quantitative manners.

Quantitative Data Analysis

Descriptively statistics such as frequencies, percentages, mean, standard deviation, frequencies and percentages were calculated because they were easily to communicate the research findings to majority of the readers using E-views (Nelson et al., 2023). Frequencies were easily to show the number of times a response occurred and the number of respondents in a given category while percentages were informed of the comparison of the sub groups that differ in size and proportion. Frequencies and percentages were also to be used to indicate whether head teachers' leadership styles were of high effect, while the mean was used to indicate the average score of a range of scores. Standard deviation was used to assess the degree of dispersion of the values around its mean, and was also to be employed in assessing the error to which the mean of the sample was subjected to when estimating the mean of the population from which the sample was taken.

Qualitative Data Analysis

Qualitative data analysis was to be done by narrative means as were to be recorded during focus group discussions and through observation using SPSS (Nelson et al., 2022). The researcher was to use a quick impressionist summary in analyzing qualitative data; he summarized key findings by noting down the frequent responses of the respondents during the focus group discussions on various issues concerning parental involvement in school management; and girl children retention rates in primary schools in Manafwa district. This technique of qualitative data analysis was chosen because it saved time and it was not very expensive.

RESULTS

The effect of autocratic leadership style on teacher's job performance in secondary schools in Butaleja district.

The study examined the effect of autocratic leadership style on teacher's job performance.

Respondents were involved in answering questionnaires and interviews. The variable autocratic leadership style was looked at in regard to no consensus, too much authority, commanding language.

Interview results

In interviews, it was revealed that most schools have an autocratic leadership style in place in fact one of the respondents explained that. most head teachers in this area practice autocratic leadership style, where by some head teachers are too strict on their teachers and other employees in the school. This implies that autocratic leadership is one common form of leadership style in most school where by head teachers keep strict, close control over teachers

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and other staff members in the school by keeping close regulation of policies and procedures given to teachers. These head teachers only make sure there is a distinct professional relationship between them and teachers and nothing else.

Descriptive results

Table 4.5 Descriptive results on autocratic leadership style

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

In regard to autocratic leadership style, it was disagreed that head teachers usually do consider teachers' suggestions and ideas in decision making process (mean=1.76). This implies that in schools where autocratic leadership seem to prevail teachers' suggestions in decision making process are hardly considered and such may make teachers to perceive themselves as not important to the school and hence effect on their performance levels in the long run.

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It was also revealed that in some school's head teachers use threat and punishment to get the objectives of the school achieved (mean=4.25). This implies that in this leadership style head teachers must threaten teachers in different perspectives so as to achieve the intended objectives of their school. This does not only build sense intimidation among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run.

It was also agreed that head teachers have a tendency to neglect the rights and personal needs of the teachers (mean=4.11). Therefore, in some schools where autocratic leadership is practiced teachers' personal needs are not considered at all. This implies that in this leadership style the head teachers hardly consider teachers needs to the development of the school and this largely affect teachers' performance in the long run. In the study, it was agreed that the head teachers are very strict and insist on teachers' absolute obedience and compliance to his dictates (mean=4.25) and it was disagreed that head teachers ask their teachers of what needs to be done in the school (mean=2.16) (Ntirandekura et al., 2022). This implies that in schools where this leadership style is practiced head teachers use a lot of authority that require too much obedience and compliance to their orders an aspect that creates intimidation among teachers and this affects the performance teachers in many ways (Damasus et al., 2023).

The head teacher creates an environment where teachers feel they are part of the school development (mean=2.45) Head teachers ensure that for a major decision to pass, it must have the approval of each individual or the majority (mean=2.08). This implies that in schools where autocratic leadership in place heads teachers hardly create an environment where teachers feel they are part of the school and its development do not even participate in the decision-making process (Christopher et al., 2022a).

It was further agreed that there are schools where there is basically no clear communication between the head teacher and the teachers (mean=4.16) (Christopher et al., 2022a). This implies that communication within this leadership style is not clear and the head teachers tend to communicate as of when they think it is due and imposes on teachers whatever they think is important to the school on teachers and this affects their performance in the long run.

Testing hypothesis one: There is a significant positive effect of autocratic leadership style on the performance of teachers.

Table 2 Correlation between autocratic leadership style and teachers' performance

Correlations			
		Autocratic leadership	Teacher performance
Autocratic	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000

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	N	81	81
Performance	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	81	81
**. Correlation is significant at the 0.01 level (2-tailed).			

Results in the table above reveal a significant relationship between autocratic leadership style and teachers' performance in secondary schools in Butaleja district. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in autocratic leadership where there is no consensus, too much authority, commanding language, then the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work (Wegulo et al., 2023).

Regression analysis

A single regression analysis was run between autocratic leadership style and teachers' performance and results are presented in the table 3 below.

Table 3 A single regression between autocratic leadership and teachers' performance.

R= .686 R ² = .471					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.725	.116		.000
	Autocratic	.249	.030	.686	.000
a. Dependent Variable: Teacher Performance					

From the regression analysis as shown in the table above, it indicates the coefficient of determination $R^2=0.471$ which shows that 47.1 % variation in teachers' performance is explained by changes in autocratic leadership style. This implies that any changes in autocratic leadership style is would lead to 47.1% chance change in the teacher's performance. These results depict that autocratic leadership is significantly related with improved teachers ($P=0.686$, $p<0.01$). This supports hypothesis one which stated that "there is a positive significant relationship between autocratic leadership style and teachers' performance". This means that any improvement in

autocratic leadership style is significantly and positively associated with improved teachers' performance in secondary schools in secondary schools in Butaleja district.

The effect of democratic leadership style on teacher's job performance in secondary schools in Butaleja district.

The study examined the effect of democratic leadership on teacher's duty performance in secondary schools in Butaleja district. Respondents were involved in answering questionnaires and interviews. The variable democratic leadership was looked at in regard to mutual decision making, staff development, decentralization of Authority and results are presented.

Interview results

Democratic leadership style is not a common mode of leadership in schools and for those who have tried it say it has come with a number of challenges whereby with less authority, teachers take things a little bit lighter and this affects their performance in the long run. In this it should be noted that this type of leadership consists of the leader sharing the decision-making abilities with school members by promoting the interests of the school and by practicing social equality in the leadership process.

It was however revealed that democratic leadership is good especially in schools that are already established with much of the infrastructure in place and systems in place, in fact one of the respondents explained that democratic leadership style is good for some secondary schools, but bad for others...for the already developed ones, systems are already running somehow well..."

This implies that in schools that are still starting where a lot of pushing and directing people around is needed, this form of leadership style may not work or be appropriate and for those already established schools, it may be more relevant and appropriate. It should be noted that democratic leadership style involves discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be explained by the schools needs and the instrumental value of people's attributes (skills, attitudes). Therefore, democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

One of the head teachers in interviews, revealed that when used appropriately this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. However, in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership

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works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action

Descriptive Results

Table 4 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 productivity	3.71	.948	81
The head teacher allows teachers high degree of initiative and creativity in their work	2.49	.522	81
The head teachers encourage teachers to form and promote teamwork	4.22	.410	81
The head teacher asks teachers for their vision of where they see their jobs going and then use their vision where appropriate.	1.86	.636	81
The head teacher allows teachers to set priorities with my guidance	2.38	.583	81
The head teacher delegates tasks in order in order to build the school effectively	2.21	.868	81
Valid N (listwise)			81

In the study it was disagreed that in schools which seem to have democratic leadership schools head teacher have a free communication style in his administration that encourages teachers to be part of the administration (mean=3.92). This implies that such leaders practice free style of communication where staff teachers are communicated to any time in a situation without much rigidity and this may encourage teachers to performance (Moses, 2022).

It was disagreed that in schools that claim to practice democratic leadership styles, head teacher takes the interest and welfare of the teachers into consideration in decision making process (mean=1.52). This implies that even in those schools that claim to practice democratic leadership styles teachers core interests are not taken seriously as key determining factors to their performance and this in the long run affects their performance levels.

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It was however agreed that in most schools that practice democratic leadership styles, head teachers encourage interpersonal relationship among the teachers (mean=4.07) and they use praises and encouragement as motivational strategies to induce better commitment for productivity (mean=3.71). This implies that in democratic leadership styles head teachers encourage their teachers to practice inter personal relationships and use praises as well as encouragement as motivational strategies to encourage teachers to perform.

It was however disagreed that head teacher allows teachers high degree of initiative and creativity in their work (mean=2.49). This implies that despite the democratic leadership style that may be portrayed in the organization, teachers are not given the opportunity to be initiative and creative at work by bring in their own ways of doing things at schools and this in many ways reduce the morale of teachers to perform.

In the study, it was disagreed that the head teachers encourage teachers to form and promote teamwork (mean=4.22). In schools that practice democratic leadership styles, teachers are encouraged to promote teamwork that allows them to work with each other in the process and this promotes performance in the long run.

In the study, it was disagreed that head teacher allows teachers to set priorities with guidance of head teachers (mean=2.38) and it was disagreed that in schools that portray democratic leadership characteristics, head teacher delegates tasks in order in order to build the school effectively (mean=2.21). Therefore, this implies that even in such schools that portray democratic leadership styles teachers are not given any chance to decide in the school and nor does the head teacher delegate on some aspects. This reduces the morale of teachers and teamwork as a performance aspect is affected because teachers don't own what has been decided.

Testing hypothesis Two:

Table 5 Correlation between head teacher's democratic leadership style and performance of teachers

Correlations			
		performance	democratic
performance	Pearson Correlation	1	.589 **
	Sig. (2-tailed)		.000
	N	81	81
democratic	Pearson Correlation	.589 **	1
	Sig. (2-tailed)	.000	
	N	81	81
**. Correlation is significant at the 0.01 level (2-tailed).			

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Study findings, revealed a significant effect of democratic leadership style on teachers' performance in secondary schools in Butaleja district. The correlation coefficient of .589 (**) with a significance value of .000 explain the nature of the relationship between the democratic leadership style and teachers' performance. Since the P-value is 0.000 higher than 0.01 the relationship is significant. This implies that in democratic leadership style where there is mutual decision making, staff development is encouraged, decentralization of authority is exercised then teachers' performance is likely to significantly improve.

Regression analysis

Table 6 A single regression analysis.

R= .589 R ² = .346		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.989	.110		8.993	.000
	democratic	.204	.032	.589	6.472	.000
a. Dependent Variable: performance						

From the table above, regression results were obtained with a coefficient of determination $R^2=0.346$ which shows that 34.6% variation in teachers' performance is explained by changes in democratic leadership style. This implies that any changes in democratic leadership style would lead to 34.6% chance change in teachers' performance if all aspects in democratic leadership style were squarely addressed. In the study results confirm that democratic leadership style is significantly related to improved teachers' performance ($P = 0.589$, $p < 0.01$). This supports hypothesis two which stated that "there is a positive significant relationship between democratic leadership style and teachers' performance in secondary schools in Butaleja district". This implies that improvement in democratic leadership style would lead to improvement in teachers' performance as teachers exercise mutual decision-making process, enjoy staff development equally participate in decentralized authority at the school in the decision-making process.

The effect of laissez faire leadership style on teacher's job performance.

Interview results

In the study, it was revealed that laissez-faire form of leadership style is not practiced in most of the schools around the district as one head teacher explained that "..... for sure with laissez-faire form of leadership our schools would collapse than is now in a short period of time, our teachers need a lot of pushing around...so with laissez-faire no teacher would do anything...."

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

In interviews, it was revealed that laissez-faire head teachers allow teachers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

It was complemented that this leadership style is an effective style to use in schools only when; teachers or others employees are highly skilled, experienced, and educated, followers have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used, followers are trustworthy and experienced. However one head teacher cautions that this style should not be used when teachers feel insecure at the unavailability of a leader and the leader cannot or will not provide regular feedback to their followers.

Descriptive Results

Table 7 Descriptive results on laissez faire leadership style

	Mean	Std. Deviation	N
The headmaster allows teachers go about their work the way they want	2.45	.693	81
The head teacher does not take necessary action in case teachers stray	4.34	.593	81
The head teacher usually shies away from responsibility.	3.77	.607	81
Each individual teacher is responsible for defining what to do and when	3.93	.593	81
The head teacher does not engage in strict supervision of teachers.	4.19	.772	81
Teachers have the liberty to determine their own school objectives	2.01	.450	81
Teachers come and leave the school as of and when they want	4.33	.590	81
The teachers are given full mandate to make academic decisions without intervention from the head of school.	1.50	.604	81
Teachers are not interfered with when making decisions that promote progress in this school	1.50	.751	81

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The head of school leaves staff to make decision on school programs without prior intervention.	2.06	.634	81
Valid N (listwise)			81

In the study, it was disagreed that in schools that do practice laissez faire leadership style, headmaster allows teachers go about their work the way they want (mean=2.45). This implies that despite the existence of the leadership style teachers are not given freedom going around their work the way they want.

It was agreed however that the head teacher do not take necessary action in case teachers stray (mean=4.34 and the head teacher usually shies away from responsibility (mean=3.77). This implies that schools that fully practice this leadership style even when teachers stray, no action is taken against them as most of the teachers shy away from such responsibilities. This may however bring in confusion as everyone tends to do what they feel like as there is no punishment or penalty expected.

It was agreed that in this leadership style each individual teacher is responsible for defining what to do and when (mean=3.93), the head teacher does not engage in strict supervision of teachers

(Mean=4.19) and teachers come and leave the school as of and when they want (mean=4.33). This implies that in this leadership style each individual teacher defines what they want to do without any supervision or follow up since the head teacher does not follow them up and come as of and when they want. This poses a great challenge to performance levels of teachers since teachers do things the way they want.

It was however disagreed that in those schools which seem to practice laissez-Faire leadership style teachers have the liberty to determine their own school objectives (mean=2.01) and that the teachers are given full mandate to make academic decisions without intervention from the head of school (mean=1.50). This implies that despite the existence of the leadership style in place, teachers do not have the liberty to determine their own school objectives and making decisions in academic aspects.

It was however disagreed that in schools that practice laissez-Faire leadership style the head of school leaves staff to make decision on school programs without prior intervention (mean=2.06). This implies that despite the existence of the leadership style in place teachers are not left to make decisions concerning school programs without any disruption.

Testing hypothesis

There is a positive effect of head teacher's laissez-Faire leadership style on teacher's job 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 8 Correlation between laissez-Faire leadership style and teachers' performance

Correlations			
		Leizzfare	Performance
leizzfare	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.002
	N	80	80
performance	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.002	
	N	80	81
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation results in the table above indicate a significant effect of laissez-Faire leadership style on teacher performance. The obtained correlation co-efficiency of .342 with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then teachers' performance is likely to be affected.

Regression Analysis

Table 9 A single regression analysis between laissez-Faire leadership style and teacher performance.

R= .342 R ² = .117					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.137	.167		6.795
	Laissez-				
	faire	.177	.055	.342	3.216
a. Dependent Variable: performance					

Results in the regression table above was obtained with a coefficient of determination $R^2=0.117$ which shows that 11.7% variation in teachers' performance is explained by changes in laissez Faire leadership style. This implies that any changes in laissez-Faire leadership style would lead to 11.7% chance change in teachers' performance in secondary schools in this area. In the study results confirm that laissez-Faire leadership style significantly influences

the performance of teachers in school that practice it ($P=0.342$, $p<0.01$). This supports hypothesis three which stated that “laissez-Faire leadership style significantly influences teachers’ performance.

Conclusions

Most head teachers in secondary schools in Butaleja district practice autocratic leadership style. Most of the head teachers like to be strict on teachers and other employees in schools and they ensure that all regulations and other guidelines are followed in the school. Most head teachers ensure that the relationship between them and their teachers remain only professional. However, this form of leadership creates fear and this affects teachers’ levels of performance in the long run. **Recommendations**

The ministry of education through the DEOs should put emphasis on training all the head teachers on how best practices of applying autocratic leadership in a school environment and as well be able to obtain teachers performance levels. After such training the professional relationship between head teachers and teachers and can be kept professional but they ensure that teachers do not fear them to affect teacher’s performance levels.

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

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