

**THE INFLUENCE OF HEAD TEACHER'S LEADERSHIP STYLES ON SERVICE
DELIVERY IN SECONDARY SCHOOLS IN UGANDA: A CASE STUDY
OF SSEMBABULE DISTRICT.**

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MAY, 2023

DECLARATION

I Adoko Vincent declare that this dissertation titled “**The influence of Head teachers’ leadership styles on service delivery in secondary schools in Uganda: A case study of Ssembabule district**” was written by me. The information derived from literature has been duly acknowledged in the text and a list of references provided.

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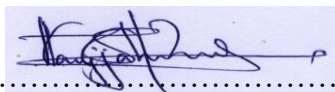
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APPROVAL

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TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
TABLE OF CONTENT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF ACRONYMS	viii
ABSTRACT.....	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background	1
1.1.1 Historical background.....	1
1.1.2 Theoretical background	4
1.1.3 Conceptual Background.....	5
1.1.4 Contextual background	5
1.2 Statement of the problem.....	7
1.3 General objective	8
1.4 Specific Objectives of the study	8
1.5 Research Questions	8
1.6 Scope of the Study	8
1.6.1 Geographical Scope	9
1.6.2 Content Scope	9
1.6.3 Time Scope	9
1.7 Significance of the Study.....	9
1.8 Conceptual frame work showing variables used in the study.....	11
CHAPTER TWO: LITERATURE REVIEW.....	13

2.0 Introduction.....	13
2.1 Commonly used leadership styles by headteachers.	13
2.2. Bureaucratic leadership and teaching service delivery in secondary schools.....	15
2.3 Transactional leadership and teaching service delivery.....	18
2.4 Affiliative leadership and the teaching service delivery	21
CHAPTER THREE: RESEARCH METHODOLOGY	23
3.0 Introduction.....	23
3.1 Research Design.....	23
3.2 Study Population	23
3.3 Sample Size.....	24
3.4 Sampling Techniques.....	25
3.5 Data Collection Methods and instruments	25
3.6 Data Quality Control measures	26
3.7 Data Analysis	27
3.8 Data collection procedure	27
3.9 Ethical Considerations	28
CHAPTER FOUR: DATA PRESENTATAION, ANALYSIS AND INTERPRETATION	29
4.1 Introduction.....	29
4.2 Response Rate	29
4.3 Background Information of Respondents	30
4.4 Gender of respondents	30
4.5 Respondent distribution by working period.....	31
4.6 Distribution of respondents by level of Education	32
4.7 Empirical Finding	33

4.7.1 The influence of bureaucratic leadership on teaching service delivery	33
4.7.2 The influence of transactional leadership on teaching service delivery	36
4.7.3 The influence of Affiliative leadership on teaching service delivery	39
CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS .	41
5.0 Introduction.....	41
5.1 Discussion of the findings.....	41
5.1.1 The influence of bureaucratic leadership on teaching service delivery	41
5.1.2 The influence of transactional leadership on teaching service delivery	42
5.1.3 The influence of Affiliative leadership on teaching service delivery	43
5.2 Conclusion of the study findings	44
5.2.1 The influence of bureaucratic leadership on teaching service delivery	44
5.2.2 The influence of transactional leadership on teaching service delivery	44
5.3 Recommendations.....	45
5.3.1 The influence of bureaucratic leadership on teaching service delivery	45
5.3.2 The influence of transactional leadership on teaching service delivery	45
5.3.3 The influence of Affiliative leadership on teaching service delivery	45
REFERENCES.....	46
APPENDICES	50
Appendix I: QUESTIONNAIRES FOR TEACHERS:.....	50
Appendix II: INTERVIEW GUIDE FOR HEAD TEACHERS.....	54

LIST OF TABLES

Table 3.1: Population Sample Size	24
Table 3.2: Sample size	25
Table 4.1: Showing response rate during the study.....	29
Table 4.2: Gender of respondents	30
Table 4.3 Descriptive statistics on division of labor based on functional specialization	33
Table 4.4: Descriptive statistics on hierarchy of authority	34
Table 4.5: Descriptive statistics on work situations.....	35
Table 4.6 Descriptive statistics on technical competence that applied in the school	36
Table 4.7: Descriptive statistics on what is to be done	37
Table 4.8 Descriptive statistics on provision of assistance in exchange for their efforts.	37
Table 4.9: Descriptive statistics on role expectations	38
Table 4.10 Descriptive statistics on team building	39
Table 4.11 Descriptive statistics on responsibilities.	39
Table 4.12: Emotional bond among teachers.....	40

LIST OF FIGURES

Figure 1.1: Conceptual Framework showing the relationship between Head teachers leadership styles and teaching service delivery.	11
Figure 4.1 Period spent while teaching (Source: Primary Data)	31
Figure 4.2 Showing distribution of respondents by level of education levels (Source: Primary Data).....	32

LIST OF ACRONYMS

DV: Dependent Variable

IV: Independent variable

MOES: Ministry of Education and Sports

UNEB: Uganda National Examinations Board

UNESCO: United Nations Education Scientific and Cultural Organization

UPE: Universal Primary Education

USAID: United States Agency for International Development

USE: Universal Secondary Education

ABSTRACT

The study explored the influence of Head teachers' leadership styles on service delivery in Secondary schools in Ssembabule district. The study was as a result of education performance and the quality of learning continuing to lag behind in Ssembabule district. The study used Cross- Sectional research design with both qualitative and quantitative approaches. The findings of the study indicates that under bureaucratic leadership, a high proportion of the respondents 24.6% agreed that Head teachers divide labor based on the functional specialization, 85 (35.0%) agreed that their schools have got a well-defined hierarchy of authority, 91 (37.9%) agreed with the statement that Head teachers practiced procedures for dealing with situation. 38.8% of the respondents under transactional leadership agreed that promotion and selection among teachers is based on technical competence that applied in the school. In addition, 40% agreed that Head teachers make clear expectations on what is to be done; this implies that with transactional leadership, school Head teachers have an important role in contributing to school planning and assisting the management of school resources The influence of Affiliative leadership was team building where by 45% of the respondents said that Head teachers does not spend time on team building, the other influence was responsibilities this was evidenced in table 5.0 where by 40% agreed with the statement that Head teachers shay away from their responsibilities and 37.3% also agreed that Head teachers create harmony and build emotional bond among teachers. The study found out that Head teachers' leadership styles influences service delivery. The study found out that The Head teachers should consider the division of labor and specialization, as well as building well-defined hierarch of authority and taking regular feedback from the teachers and parents in order to improve the quality of service delivery in schools. The study recommended that Head teachers should work on their competences, consider team building, harmony, emotional bond among their teachers, understanding their responsibilities in order to improve on the quality of service delivery in schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In Uganda, there has been a consistent backlash against the administration of schools and their operation. For instance, Ssembabule District has lagged behind the central region in UCE scores for the past five years, (UNEB, 2021), despite the fact that other schools in the area continue to perform well and enhance service delivery to their respective levels. As a result, there is a problem with service delivery at secondary schools in Ssembabule, and Head Teachers are to blame because they are in charge of running these institutions. This context inspired the researcher to conduct a study in this area and look into the leadership practices of head teachers and how they influence the provision of educational services. The study, which only focused on the leadership styles and service delivery of Head Teachers, was therefore carried out at chosen secondary schools in Ssembabule. As a result, this chapter provides information about the study's history, statement of the problem, purpose, objectives, and research questions, as well as its' scope, significance and conceptual framework.

1.1 Background

1.1.1 Historical background.

Education has changed on a global scale. The number of schools is growing daily as parents look for institutions that can provide their children with an education of a higher caliber. Teaching service delivery is becoming more and more important in the competitive formula of educational institutions in today's competitive school climate, (Munich, 2010). For example, distance learning is an example of a learning system that uses a variety of technologies to provide information and teaching to students who are not present in person.

Every educational institution must have an effective leader to do this because the heart of any business is what might result in great service delivery. According to Agusetal (2009), bad

relationships between supervisors, subordinates, and leaders jeopardize the quality of the services provided. Leadership becomes a critical personal commitment to this undertaking in order to have a big impact on people's lives and constituents. Key elements of leadership also include personal dedication, aspirations, inspiration, relationship-building, and creative change (Alan, 2013). So, management might be defined as the ability to operate within the constraints of the status quo. On the other side, being a leader is all about having the ability to picture other outcomes and working to make them a reality.

In the USA, early attempts to drastically alter teaching and education were encouraged by changes in policies and technology, but these efforts did not produce the desired outcomes, which led to low teacher morale and a large number of instructors quitting their jobs. According to the most recent study for the Partnership for Quality Education, 13% of the nation's teachers abandon their jobs or go on to other institutions each year. According to Ajibade (2010), a faculty of education in the United States used to place a lot of focus on teachers' accountability for ensuring that learner performance results on routine assessments. According to a USA research, 8% of teachers leave their jobs each year. There are several reasons why teachers leave their jobs, including low income, poor working conditions, the number of students in a class, ongoing assignments, morale issues, and lack of job satisfaction (Hammond, 2016). This suggests that the Ssembabule District's secondary schools' subpar leadership practices are to blame for the poor delivery of educational services.

According to a 2005 research by the United States Education Commission, factors like teacher autonomy, class size, management focus, and student issues like moods, competency, self-control, and financial situation can all contribute to low teacher morale. According to a different study, some teachers prefer places where classes have fewer pupils and where the major focus of instruction is on encouraging, developing, and challenging students (Lankford, et al..., 2002). Less enthusiasm for teaching, demotivation, lack of engagement with other

instructors, depression, diseases, and severe burnout are characteristics of schools where teachers have reduced morale, (Abwalla, 2012).

As a result, educational administrators are faced with a vast array of duties every day (Sheninger, 2011). Effective school leaders perceive their leadership style as having a direct relationship with their school's culture and atmosphere, in addition to typical administration tasks like ongoing observations, addressing parental and teacher concerns, handling discipline issues, and the like (Whitaker, 2012). Also, research has shown that a leader's leadership style affects a school's staff and faculty morale, (Mason, 2007).

Celia (2019) asserted that in Philippines, school leadership greatly boosts morale of teachers and improves the quality of educational services. He asserts that a good leadership style helps in fostering the favorable working conditions needed to achieve exceptional service delivery.

According to research in Namibia, morale rises when leaders are trustworthy, kind and good communicators, (Fullan, 2011). Furthermore, morale is increased when managers consistently thank and honor people for their accomplishments, (Hodges, 2005). Similar to this, when teachers have regular opportunity to collaborate and participate in worthwhile professional development courses together, morale soars and great instruction results, (Meador, 2016; Fiore, 2009). Enhanced morale has also been associated with other leadership traits, such as being helpful (Hodges, 2005), polite (Wilson, 2012), and effective at resolving school discipline concerns (Whitaker, 2012).

According to study in Tanzania, a perfect institution is that that has a good leadership and administration where the head of a school is able to execute the duties with authority and humor (Lambert *et al*, 2003).

A study in Wakiso asserted that a school cannot achieve academic goals when the kind of leadership in a school is not a line with the needs of a society and parents (Wamala, 2004). The fact that schools in Ssembabule continue to lag behind in academic performance, there is a need to identify the precise ways in which Head Teachers' leadership styles influence teachers' service delivery in secondary schools in the Ssembabule District, despite the abundance of studies demonstrating the relationship between leadership behaviors and self-esteem.

1.1.2 Theoretical background

Fielder's contingency theory of leadership served as the study's theoretical underpinning. The notion was based on research on a variety of group efficacy topics. It focused on the connections between organizational success and leadership. According to Fielder, if an organization tried to increase group performance through leadership, it was necessary to evaluate the leader in light of their fundamental characteristics, evaluate the challenges they were facing, and then appropriately match the two. The ideas outlined in the path-goal theory are helpful in directing research on leadership and how it relates to service delivery. The arguments emphasize how crucial it is for a leader to have the proper traits in order to direct and inspire a subordinate to carry out activities successfully and provide the necessary goods and services.

This idea was pertinent to this study since it clarifies how different Head Teachers and Teachers interact when providing services. The actors include head teachers, teachers, government officials, and students, among others. These interactions cause poor academic achievement, which must be remedied. Bold, et al..., (2016) pointed out that there are several stakeholders with various interests that must be managed for effective service delivery.

1.1.3 Conceptual Background

Inconsistencies in the delivery of instructional services caused by inadequate head teachers' leadership styles result in students' low academic achievement, stagnant growth of educational institutions, and other difficulties for the school's administration (MOES, 2009). Five years running, Ssembabule secondary schools have had a steady decline in the quality of their teaching services, with performance indicators showing the least progress in central Uganda (MoES, 2020). Each and every person in the school is concerned with providing effective instructional services. There are two approaches to the continual quest of high-quality service delivery, according to Aguset al. (2018). The goal for the service institution to endure and compete in a global environment comes first. Also, customers want higher-quality services, at least from their perspective. As a result, the effectiveness of instructional services should be assessed from the perspective of the parents. This is brought on by the traits of intangibility, consumption, and product integration. The utilization of instructional resources, teaching strategies, routine student evaluations, lesson planning, student evaluations, conducting fieldwork, teachers participating in sports, attending school assemblies, and guidance and counseling are among the essential elements of teaching. In order to effectively teach a subject to students within and outside of the classroom, a teacher must be able to integrate experience, teaching methods, instructional materials, knowledge, and abilities.

Quality and relevance of education at all levels, fair access to education, and effectiveness and efficiency in the delivery of education are the metrics used to evaluate performance, (Kawesa, 2004).

1.1.4 Contextual background

Through free secondary education, the Ugandan government has remained dedicated to ensuring education for everyone (FSE). Courses in school administration have been established. The goal is to cultivate the leadership abilities needed in the modern education

sector. Kimeu (2010) suggests that in order to increase teacher productivity, Head Teachers should receive management training while still on the job. The type and caliber of management and leadership that head teachers offer determines how effective secondary schools are (MOES, 2009).

Executing the school's plans is under the purview of the head teacher. He or she may choose to assign job objectives to the staff, engage in participative decision-making, or give the staff autonomy in carrying out their duties in order to successfully accomplish this purpose (Brandt, 1987). Staff members are discouraged from taking initiative on their own by a head teacher who assigns job objectives to his personnel and decides on management style alone. This type of administration is autocratic (Brandt, 1980). Gaedra (1998) asserts that democratic leadership decentralizes control and authority such that choices are reached by consensus. The head teacher and the staff agree on the objectives that they hope will be accomplished. He or she promotes individual initiative and staff members' efforts to find answers to issues. The only person who makes decisions about school policy is the head teacher who practices autocratic management. There are instructions provided, and they must be obeyed without question. The crew is powerless. A laissez-faire school atmosphere may be more creative and gratifying for individuals participating in the school management system since the head teacher believes there shouldn't be any rules and regulations since everyone has a sense of responsibility, (Agus et al., 2008), thus, this explains degree to which a Head Teacher applies appropriate management techniques to achieve the school's objectives, mission, vision, and philosophy.

1.2 Statement of the problem

The most valuable resource in any school setting is the teacher. Many diverse elements, including how they are managed, influence their actual output or performance. One of the most crucial elements for any educational system's success is leadership, (Koech, 2004). According to Rajan (2012), when morale is low, teachers tend to participate less in most activities to the point where they just complete the minimum criteria, and the quality of the instructional services they provide is consistently subpar or limited. When morale is high, the opposite is true. Teachers who work for a head teacher who exhibits strong leadership qualities have high job satisfaction, are excited about their profession, and are more likely to be deeply dedicated to it, which leads to successful performance. According to the 2016 Education Report from the Ministry of Education, Uganda has made tremendous strides in extending access to education since the implementation of universal secondary education in 2007. More teachers are required in educational institutions as a result of the rise in the number of children enrolling in secondary education nowadays. Despite this remarkable accomplishment, educational performance and learning quality are still lacking. Poor instructional service delivery and high teacher absenteeism, which ranges from 17% to 30% nationally, are two of the main causes of this (Education report, 2016). This is ascribed to the Head Teachers' poor leadership styles, which might result in teacher absenteeism, low morale, or lack of dedication to their jobs. Children's learning outcomes are significantly impacted by the large percentages of absentee and disinterested instructors, who cut down on classroom time and impede learning. All of this might be attributed to the leadership philosophies of the head teachers and how they affect service delivery in schools as well as the morale of the faculty. While service delivery depends on leadership in any kind of institution, the study directed to find out the leadership styles that can yield better service

delivery as limited in Uganda using Ssembabule as a case study since there is poor academic performance in Ssembabule.

1.3 General objective

The main purpose of the study was to investigate the role Head teachers' leadership styles play on the teaching service delivery in Secondary schools in Ssembabule District.

1.4 Specific Objectives of the study

1. To determine the influence of bureaucratic leadership on teaching service delivery in selected secondary schools in Ssembabule District.
2. To determine the influence of transactional leadership on teaching service delivery in selected secondary schools in Ssembabule District.
3. To determine the influence of Affiliative leadership on teaching service delivery in selected secondary schools in Ssembabule District.

1.5 Research Questions

1. To what extent does bureaucratic leadership influence the teaching service delivery in selected secondary schools in Ssembabule District.?
2. To what extent does transactional leadership influence the teaching service delivery in selected secondary schools in Ssembabule District?
3. How is the Affiliative leadership influence the teaching service delivery in selected secondary schools in Ssembabule district?

1.6 Scope of the Study

This involved a geographical, content, and time scopes which are explained below.

16.1 Geographical Scope

Forty Secondary schools in Ssembabule District were the subject of the study. The district was chosen because it had a wanting academic performance and it was easily accessed by the researcher. In 1997, the Masaka District was divided into Ssembabule District. The district boarders Mubende in the north, Gomba to the northeast, Bukomansimbi to the east, Lwengo to the south, Lyantonde to the southwest, and Kiruhura to the northwest.

1.6.2 Content Scope

The study concentrated on how the leadership styles of head teachers affected the provision of teaching services in secondary schools in the Ssembabule District. The study largely concentrated on Leadership styles as independent variable comprising of bureaucratic leadership, transactional leadership, and affiliative leadership after which service delivery as dependent variable was evaluated in terms of output quality, service timeliness, and increased teacher productivity.

1.6.3 Time Scope

The study was limited to period of five years from 2017 to 2022 under which the academic performance of the district was poor as witnessed by UNEB.

1.7 Significance of the Study

Understanding the relationship between leadership styles and teacher performance would be helpful for school administrators. This may allow head teachers to employ effective leadership techniques to raise teacher performance. In secondary schools and other learning institutions generally, the study would assist school administrators in revisiting and enhancing their knowledge of new theories, methodologies, and practical behavior leaders need for their motivating approach to increase teacher effectiveness and enhance service delivery.

Education officers may use the data to support the supervision and monitoring of schools, with a focus on the variables that affect secondary school performance. The study may also be useful to the ministers in charge of education and sports because the results may help them decide how to allocate resources in terms of priority.

The study may inspire future studies to find other elements with the goal of determining the function each factor plays in the total school performance by concentrating on the specific leadership styles that affect school success. The study's findings will also show the strength of leadership styles and how they contribute to the performance and welfare of the schools in terms of the system for evaluating the performance of school managers.

1.8 Conceptual frame work showing variables used in the study.

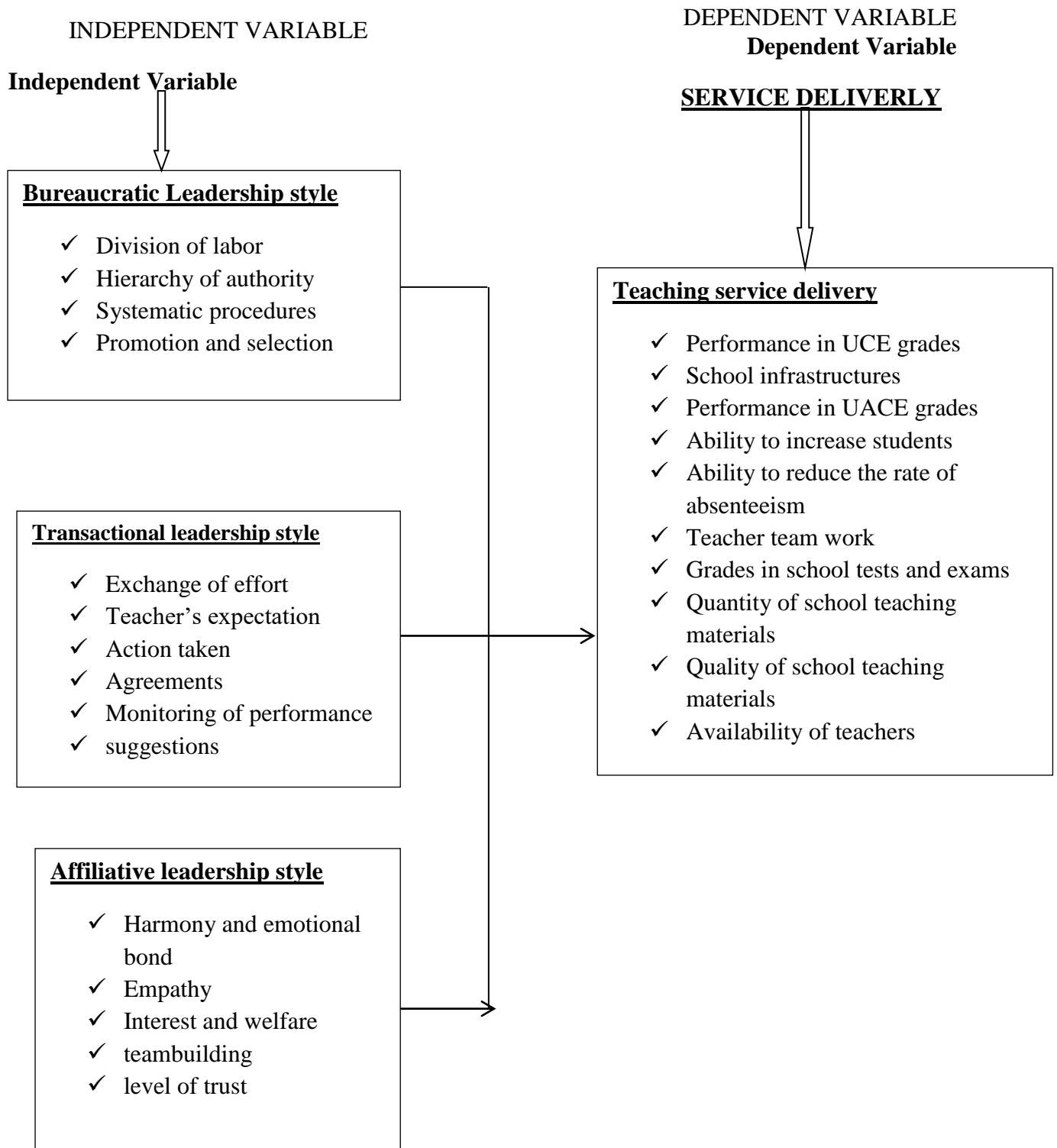


Figure 1.1: Conceptual Framework showing the relationship between Head teachers leadership styles and teaching service delivery.

The study variables include: The Independent Variable and Dependent Variable as the major

Figure 1.11 is a conceptual framework that illustrated the factors that affect bureaucratic leadership styles, including the hierarchy of authority, the division of labor, systematic procedures, and promotion and selection. The second factor in this study was the transactional leadership style, which included an effort exchange, an expectation from the teacher, an action taken, agreements, performance monitoring, and suggestions. The final factor was an affiliative leadership style with harmony and a shared emotional relationship, empathy, concern for others, interest in their welfare, teamwork, and degree of trust. It is believed that good teaching quality services and good academic results will be attained in school once these factors are properly utilized during school administration and leadership. These determinants have a direct positive influence on the service delivery provided in schools. The expected grades would be low if the aforementioned factors weren't applied.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

This section shows a picture of leadership styles and their effects on service delivery. Numerous academics have studied head teachers' leadership philosophies as a subject, but few, if any, have concentrated on the application of head teachers' leadership in connection to the provision of teacher services in the secondary schools. I have spoken with academicians in this field, used search engines, read various research findings, and combed through university directories, but there isn't much to be found.

2.1 Commonly used leadership styles by headteachers.

The success of any organization depends on its leadership to produce good results. Some headteachers are more efficient compared to the others even when experiencing the same conditions (Maxwell, 1998). Sergiovanni (2004) stresses that real leaders possess a clear view of the world and school headship functionalities. Chinyereet *al* (2018) cited that efficient headteachers must show better leadership abilities. A head teacher with poor abilities of leading, becomes unproductive and sometimes ineffective (Mba, 2004). Thornton et al (2005) expresses that when teachers view their headteachers' leading styles unreliable, morale is more likely to lower. This is so since teachers desire a favorable job setting which is thought-provoking yet caring. Good headteachers should have certain abilities, characteristics and conducts in assigning duties, being trustworthy, being creativeness, and clear communicators (Mbiti, 2007). Bureaucratic administration is usually devoted to a way of bureaucratic leadership that follows procedure which is important for institutions with steady jobs for employees (Makoha et al, 2019). Bureaucratic leadership involves problem-solving processes and subordinates who are abandoned by bureaucratic leaders. The leader's behavior characterized by bureaucratic leadership style has a positive effect on teachers' morale (Bass,

2008). Darrell (2004) did a study and came up with conclusions that transactional leaders are ones who stimulates workers through working to achieve their goals as individuals. This is done by aiming on the completion of tasks as an interchange for benefits that the followers want but it yields unfavorable relationship and reactions. Transactional leadership is commonly used by the headteachers and leads to a job environment which was characterized by positions and policies. Leithwood *et al* (2008) did a current study that involved learners, studied transactional leadership as it related to relations among learners and instructors. Such kind of leadership which is transactional shaped a pragmatic environment for college kids as these understood the stimulus of joining institution staff and learners who are leaders. The sample for the study was 2,570 which were used in the study included teachers and learners at elementary and high schools for a 3 years period. Data collection was done and the results indicated a sustainable data set that influenced the effect of opportunity under leadership which is transactional for the development of a college success for the learners. Burns (1978) said that transactional leadership provided institution managers a framework on which to operate. Transactional leadership put the principal in charge and does not allow the followers or subordinates a chance to think that is just go with what you are told. Leaders take followers as individuals whose main purpose is to do as they are told. A series of expertise is openly offered to people in an institution and persons in higher offices are taken to be superiors with all the authority. Subordinates gain for satisfying what the leader wants and so much blamed when they fail to meet the requirements (Makoha *et al*, 2007). Chinyere *et al* (2018) quoted that transactional leaders reach followers with an aim of giving one thing in anticipation of receiving another thing in exchange. Such leaders pursue followers by a give-take procedure for activities done (Cole, 2012). Transactional leadership contains components Sivasubramaniam (2003) i.e.; passive leadership through exemption, active managing through exemption, and contingent payment administration. Contingent payment

administration leadership is when a manager offers rewards to followers for their efforts and doings. The type of management allows followers things required as a give and take for what the bosses need (Kuhnert et al, 1987). Eboka (2016) defines active managing through exemption is defined as bosses using rectification or retribution as a reaction to what is not required in an organization. The Affiliative Style of leadership stresses that people come first which generates and shapes sensitive connections and is mainly used by headteachers in understanding, communication, and establishing relations. This method of leadership is good to stimulate individuals in worrying situations. Heads of institutions having this kind of leadership always know the worth of individuals and the emotional state placing little weight on completing responsibilities and objectives. Affiliate leaders form group character through endeavoring to make persons happy and generating peace. The affiliative style comprises of amazingly affirmative effect on morale (Sivasubramaniam, 2003).

2.2. Bureaucratic leadership and teaching service delivery in secondary schools

Research conducted show that, effective leadership is essential for the survival and development of all types of organizations. For instance, Hughes et al. (2012) contends that the purpose of effective leadership in organizations is to establish structure and order. As a result, leadership in educational institutions must manage and organize the efforts of team members while fostering interpersonal relationships. Influence requires demonstrating to your followers your desire for success. Visionary leaders can genuinely guide the company towards significant success. Effective leadership is demonstrated through high-caliber outcomes. In order to achieve predetermined goals and objectives, human cooperation is essential. A strong leader must be able to achieve results through others and create cohesive, goal-oriented teams. Casting a vision, establishing goals, and inspiring others are all part of the complicated, multifaceted process of leadership, which is concerned with the skill of influencing followers in a certain direction. This research has a gap as it is done on a small

sample size of only 20 people and it was on business community not in schools where this research based. Effective leaders according to Brown (2001), need to develop both the managerial and leadership behavior as well as attributes. In order to do this, management is concerned with carrying out predetermined objectives in accordance with established norms. It clarifies how the laws are put into practice and addresses the efficacy, efficiency, and standard of services offered to both internal and external stakeholders. According to Brown (2001), leadership promotes personal and organizational development. He further argues that leadership is underutilized in many universities because most academics believe they have no role in fostering the development of human potential. This would typically result in unhappy personnel, stakeholders, and students, which would lead to subpar outcomes. Making a difference in the lives of others and those who make up one's constituency is a personal commitment to leadership. Also, it is about fostering relationships, goals, inspiration, and creativity. One could argue that instead of seeking to realize other, more expansive possibilities, leadership is more about operating within the constraints of the present quo. However this research does not put into a context of an impact of leadership styles in classroom levels and more so in upper primary level.

When a leader uses his or her position inside a clearly defined hierarchy to influence subordinates, they are exhibiting a bureaucratic leadership style. These leaders are typically rigid and wary of change, (Paracha, 2012). Moreover, Michael, (2012) makes the case that bureaucratic administration is typically committed to a style of bureaucratic leadership that adheres to protocol, which is crucial for organizations with people who have stable jobs. Michael, (2015) inspires and develops bureaucratic leadership that incorporates citizens who are left behind by bureaucratic leaders and problem-solving techniques. The leader's behavior is characterized by bureaucratic leadership style has a positive effect on teachers' morale (Bass, 2016). The bureaucratic leadership style of the leader has a beneficial impact on the

morale of the teachers (Bass, 2016). The idea behind bureaucratic leadership is that if the teaching staff believes that the changes being made might not take their input into account, they might not fully welcome the change and, as a result, might not implement change procedures to the best of their abilities, which could have negative effects like poor performance and lower productivity levels, (Burnes, 2014). All these studies were looking at impact of bureaucratic leadership on running of entrepreneurial enterprises and did not look into its influence in educational institutions to which this study bases.

Because leaders primarily rely on rules and regulations and clearly defined positions within companies, bureaucratic leadership styles have an impact on the performance of teaching staff in private schools. They typically consist of well-organized individuals. For this, Individuals in the bureaucratic leadership typically only report to the foundation body, the Board of directors, the school deans, administrators, and Heads of department. They find it challenging to leave the organizational function they currently hold, (Paulo, 2015). This study assumed only one style of leadership that is bureaucratic style that bases on set rules not putting in consideration other styles like transactional and affiliative leadership.

In that teaching personnel in bureaucracies is promoted based on their capacity to follow the rules, bureaucratic leadership has an impact on performance in private schools. Strict hierarchies provide the foundation of bureaucratic leadership, which frequently relies on written job descriptions and organizational charts to clarify the hierarchy and its relationships. According to Max Weber (1976), bureaucratic leadership has an impact on teaching in private schools because it establishes a rigid hierarchy that is formalized by the leadership and strictly followed, is governed by unchangeable rules, regulations, or laws, is organized along the lines of specialties (people with similar talents are grouped together), missions ("Up-focus," and "In-focus"), is impersonal, and, finally, employment is based on the most technically competent.

Hoy and Miskel (2015) contend that bureaucratic leadership, which empowers leaders through the offices they hold and holds them accountable to the next level in the hierarchy, produces work characteristics among the teaching staff that combine a top-down leadership style with strict adherence to organizational policies and procedures. In addition, the organizational structure is rigid and frequently has strict delineation of tasks and authority. Because of the remainder of the organization is in place and capable of functioning on its own, bureaucratic leadership does not require the top leadership to have influence over the organization directly, (Hoy and Miskel, 2015). This study did not articulate well the key components of bureaucratic leadership styles to which this study articulated.

Additionally, because of the highly repeatable structure, bureaucratic leadership styles hinder the performance of the teaching staff in schools. However, because they make it simple for institutions to manage teaching staffs that perform repetitive tasks like stocking shelves or working on a production line, they are ideal for large corporations, military organizations, and government agencies that depend on consistent outcomes, (Kotelnikov, 2018). However, the fact that the study based on small sample size, it does not give a picture of advantages of bureaucratic leadership.

2.3 Transactional leadership and teaching service delivery

Omolayo, (2009) identified many leadership styles in order to bring the idea of leadership into a clearer perspective. They included transactional, democratic, laissez-faire, and autocratic leadership philosophies. Omolayo makes the observation that an authoritarian leader establishes his objectives and coordinates the group's progress toward them. By adapting this theory to the authoritarian head teacher, it is meant that the head teacher makes all decisions and seeks to influence the teachers to support his vision for how the school should run. This demonstrates how little faith this type of leader has in his or her followers. On the other hand, a democratic leader, in the case of a head teacher, encourages teachers to

participate in establishing specific goals rather than assisting other staff members in doing so. The group's productivity and efficiency would unquestionably increase as a result. Also, the laissez faire leader permits the follower to make choices that result in the non-enforcement of laws and rules. Last but not least, a transformational leader engages their subordinates, focuses on higher order intrinsic demands, and conveys the importance of certain results and how to get there, (D'Souza, 2006). However, this study concentrated particularly on transactional leadership as measured against the provision of teacher services in this segment. Transactional leadership, also referred to as managerial leadership, places a premium on the organization, monitoring, and performance of groups. This is a form of leadership where the leader uses rewards and penalties to increase followers' obedience (Pandey, 2014). Those in positions of leadership who take a transactional approach are only interested in maintaining the status quo (Murphy, 2005). However this is not true as the research puts in context that other than status quo attained by a leader, there is no any other advantage. Leaders that adopt the transactional leadership approach pay close attention to the work of their subordinates in order to spot errors and deviations. This kind of leadership works well for tasks that must be completed in a certain manner as well as in times of crisis and emergency, (Murphy, 2005).

Specifically, transactional leadership is focused with motivating employees and getting them to work utilizing that motivation (Awan and Mahmood, 2010). It's important to note that transactional leadership has more drawbacks than benefits. Rugieri (2009), for example, argues that a transactional leader is more authoritative, self-assured, and typically more fixated on the task in Italy. This indicates that, despite the fact that transactional leaders prioritize the requirements of their workforce, Sahin (2012) observes that they do not provide possibilities for fostering motivation, job satisfaction, or loyalty. According to Kipkemboi and Sirma (2014), leadership styles in Uganda have a significant impact on the school's working environment and, in turn, the quality of the services provided by the teachers. Also,

they found that democratic leadership was the predominate leadership style and that most teachers are content with their jobs given the leadership style in use. Consequently, one of the main goals of the study is to ascertain how the transactional leadership style affects the service delivery of teachers in the Ssembabule District.

Relationships between leaders and followers are the emphasis of transactional leadership. It is frequently applied in educational settings to the interaction between teachers and pupils. Students are expected to complete assignments, projects, and tests; if they do well, they will receive good grades or the chance to pass. Consequently, a transactional leadership style is one in which management uses rewards and penalties to ensure that his or her employees perform to their fullest potential (Aguset al, 2020). In his study, Shouppe, (2005) noted that Darrell (2004) had conducted research and reached the conclusion that transactional leaders worked to motivate employees by helping them achieve their personal goals and advantages. This was to be accomplished by focusing on the fulfillment of obligations and deals as an exchange for advantages that the followers desired but which produced unpleasant relationships. The majority of transactional leaders were head teachers, who created a work environment that was dominated by positions, power, benefits, and policies. Taylor, (2011) mentioned Burns as the researcher who asserted that the most effective and beneficial leadership style was transformational since it led to increased outcomes and long-term success.

In a recent study that included students, Leithwood, et al..., (2018) investigated transactional leadership in relation to interactions between students and instructors. Since college students recognized the motivation for joining institution staff and learners who are leaders, such transactional leadership built a practical atmosphere for them. 2,570 people made up the study's sample, which was drawn from elementary and high schools over a three-year period and included both teachers and students.

According to Burns (2013), transactional leadership gave institution managers a foundation upon which to work. Transactional leadership places the principal in command and prevents followers or subordinates from exercising their own judgment, i.e., just doing what you are told. Subordinates are seen by leaders as those whose primary responsibility is to follow orders. People at an institution are openly offered a variety of specialties, and those in higher positions are assumed to be superiors with full power. When they comply with the demands of the boss, subordinates benefit, but they are heavily criticized when they don't, (Cummins et al, 2014).

Moreover, Chinyere, et al. (2018) noted that transactional leaders approach subordinates with the intention of providing something in exchange for something else. The pursuit of followers by transactional leaders involves a give-and-take process for tasks completed (Miskel, 2018). Sivasubramaniam lists three components of transactional leadership (2016). They include the administration of contingent payments, active managing through exemption, and passive leadership through exemption. A leader that uses contingent payment management rewards subordinates for their work and actions. The style of management gives and takes away from what the bosses need in order to give followers what they need, (Kuhnert, et al..., 2015). All these studies were carried out in other areas other than educational institutions since the management of business companies may be different from running educational institutions.

2.4 Affiliative leadership and the teaching service delivery

The team's emotional, mental, and physical health may be impacted by the manager's style of leadership. You may have a positive effect on employees through a variety of leadership styles, including collaborative leadership. Understanding this leadership approach could enhance team performance and foster trust among coworkers. As a result, an organizational leader with an affiliative leadership style prioritizes relationships with employees and a productive workplace (Wachira, et al..., 2018). Consequently, in this study, the term

affiliative leadership style refers to the way that head teachers foster a sense of community among their staff. As a result, the focus of affiliative leadership is only on the people under control (Wachira, et al..., 2018).. Many leaders who practice this style of leadership place a strong emphasis on empowering followers to achieve organizational goals through informing them. Utilizing this procedure requires faith and consideration that students are committed to carrying out established policies and plans. The Affirmative Style mostly used by Head Teachers in understanding, communication, and forming contacts has an aspect that stresses that people come first, which builds and shapes sensitive connections. This kind of leadership works well to energize people under tense circumstances. This kind of leaders always value people and their emotional states, giving little importance to performing tasks and achieving goals. Affiliate leaders build group character by attempting to make people happy and foster harmony. The affiliative style has an incredibly positive impact on morale.

According to Blase (2002), the authors summarized that the management felt exposed as a result of the better instructors' curriculum information. A teacher's attitude toward their job has an impact on their morale, attitudes, and level of satisfaction (Evans, 2012). According to John Maxwell (2002), working well with others provides a better grasp of what stimulants enhance performance. Hence, it becomes authoritative when leaders understand the needs of the educators and are able to take all necessary steps to ensure that their staff members feel safe and appreciated at work. Teachers who believed their head teacher treated them fairly and consistently in line with how the leader could treat employees rate the quality of the service as being higher than employees who believe the administrators treat employees inconsistently (Kelly, 2016). However there is a limited study on how useful affiliative leadership affects teaching service delivery in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises the research design, the field of investigation, the study population, the sample size and selection, sampling techniques, data collection tools, research methodologies, data sources, ethical considerations, data processing and analysis, and anticipated issues.

3.1 Research Design

The study's descriptive cross-sectional survey design made it possible to combine qualitative and quantitative methods in the analysis. A descriptive cross-sectional survey design is a particular type of design used to study large populations, or areas where the researcher conducts a survey on a large population to generalize on a bigger population, and to learn about the opinions, attitudes, preferences, practices, and concerns of a cross-section of a group of people, and then uses the results to extrapolate to the entire population, Gesa (2005). It was because the researcher was interested in evaluating the result or impact of the independent variable (leadership styles of head teachers) on the dependent variable (service delivery) in a number of secondary schools in Ssembabule district. According to Paulin, the design is suggested for investigations of this nature as Amin (2005) suggested.

3.2 Study Population

Study Population included 40 Head Teachers from 40 selected secondary schools out of a total of 40 secondary schools, and 650 teachers, making up the study's total population to 650 teachers from both private and public schools. Teachers and Head Teachers were included in the study. Teachers were involved in the study because they were the ones directly in charge of teaching and following guidelines from headteachers. Head teachers in the selected secondary schools were involved because they were directly involved in the administration of

teachers especially monitoring how they teach thus gave a broader picture of how they successful administer the school.

3.3 Sample Size

The study sample was comprised of forty Head Teachers and 650 Teachers. This was determined using the Krejcie and Morgan, (1970). An overview of the sample size is shown in Table 3.1 below.

Table 3.1: Population Sample Size

<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

Table 3.2: Sample size

Category	Population	Sample size	Sampling technique
Teachers	650	242	Stratified
Head teachers	40	36	Purposive
Total	690	278	

3.4 Sampling Techniques

Teachers in the study were sampled using stratified random sampling using their classes. Therefore, out of 40 selected secondary schools, 242 teachers were interviewed. Stratified random sampling was used since each school had level classes ranging from Senior One to Senior Six. Thus, it allowed a representation of all categories from the different classes.

Head teachers in this study were sampled using purposive sampling because the targeted respondents who can provide the required information are the Head teachers. The total of these Head teachers in the selected secondary schools in Ssembabule District were 40, giving a sample size of 36 respondents

3.5 Data Collection Methods and instruments

Data was gathered utilizing a survey method with a questionnaire. At the Ssembabule district, data from instructors were gathered using this technique. This approach was used, because the sample size of teachers and head teachers was compared. It assisted in obtaining information fast and efficiently.

One of the instruments the study used to gather data was self-administered questionnaires with closed-ended and structured questions. This was enabled with its use since it was simple to disseminate to a sizable group, such as the instructors, and it precluded researcher intervention with the provided data. Teachers at Ssembabule district's secondary schools were asked to complete the questionnaire.

Interviews were also utilized as the study developed an oral interview guide as a data collection tool. This was basically for Head teachers in the selected secondary schools in Ssembabule district. Sections of the questions followed the three objectives. Questions were open ended and the researcher asked questions while making notes and recording down the key responses from the respondents. The interview guide was used to ask participants to give detailed information about study concepts. It was used to cover gaps the self-administered questionnaire had left.

3.6 Data Quality Control measures

Validity of Instruments

To improve and test the authenticity of the questionnaire, the researcher availed the first draft to colleagues offering the same course and later to some professors from the School of Education to check on language clarity, comprehensiveness of content, relevance and length of the questionnaire. The researcher then made adjustments in respect to the comments raised. The researcher then used approach four experts to look at each item and judge whether they were; 1- not relevant, 2-somewhat relevant, 3- quite relevant or 4- very relevant. The researcher put the items in two categories, with 1 and 2 in one category, and 3 and 4 in another. Then the researcher proceeded to calculate the Content Validity Index (CVI) using the following formula below:

$$\text{CVI} = \frac{\text{Items rated quite relevant / very relevant by both Rates (3or4)}}{\text{Total number of items in the questionnaire.}}$$

Total number of items in the questionnaire.

The calculated value of 82% confirmed that the items were valid to collect the data the research required.

Reliability of Instruments

The researcher conducted a pilot study, and then used the results of the pilot study to test the reliability of questionnaire using Cronbach's Alpha Coefficient formula (a) as stipulated below:

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum \sigma^2 k}{\sigma^2} \right]$$

The calculated value of 80% clearly affirmed that the data collected was reliable for the researcher to make recommendations on the research problem studied.

3.7 Data Analysis

Quantitative data from the field was analyzed at descriptive levels using frequencies, graphs, correlations, percentages, means and standard deviations at invariant analysis level. At bi-variant level the study hypotheses were tested using Pearson's Correlation Co-efficient index. This technique was adopted because the influence of Head teachers' leadership styles on service delivery in Secondary schools was considered to be continuous. Since these had a relationship with a numerical or continuous dependent variable Pearson's Correlation Co-efficient index were preferred.

For qualitative data, responses from the interview were coded and thematically presented to incorporate the meaning into a theme that corresponds to the context of the study. In addition, data got from interview guides was presented and analyzed by coding and interpretation was done in lieu of the study objectives.

3.8 Data collection procedure

The researcher got an introductory letter from directorate of post graduate training from Kabale University which was presented to head teachers and teachers in the selected secondary schools seeking for their permission to conduct the study. The researcher sought

for the assistance of a research assistant who distributed the questionnaires to the respondents to fill the questionnaires. The research assistant collected them from the respondents and handed in to the researcher. The researcher then arranged an interview with the head teachers.

3.9 Ethical Considerations

This study highly detected cases of plagiarism. No cases of fabrication of cited sources and information were accepted. All references were presented as acquired during review. Changing of findings to suit researchers' ambitions was prevented. Respondents were not interfered with during data collection. Consent was sought from respondents: students and teachers before data collection. The findings were treated with utmost confidentiality.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The results are given, evaluated, and interpreted in this chapter in light of the study's goals. A case study of secondary schools in the Ssembabule District was used in the study to examine the impact of head teachers' leadership styles on the delivery of teaching services in schools. The chapter is organized so that the response rate is presented first, then the demographic characteristics of the respondents are presented, followed by descriptive statistics for the various independent and dependent variables, and finally the results are presented in accordance with the study objectives.

4.2 Response Rate

The researcher with the help of research assistants administered 242 questionnaires, of which 240 were returned fully completed, constituting 99.1% response rate. On the other hand, out of the planned 36 key informant interview sessions, 33 were conducted, constituting 91.6% response rate. The summary of the response rate is presented in Table 4.1 below;

Table 4.1: Showing response rate during the study.

Instrument	Planned/administered	Actual returned/conducted	Percentage
Questionnaire	242	240	99.1%
Interview	36	33	91.6%
Total	278	273	

The overall response rate obtained was 98.2% ($273/278 \times 100\%$). To support this finding, Mugenda & Mugenda (1999) argues that a response rate above 70% is good enough to represent the research findings. The good turn up and positive response to the study by the

respondents was attributed to prior and good mobilization strategies employed by the research assistants

4.3 Background Information of Respondents

This part was arranged in accordance with the respondents' backgrounds, taking into account their gender, age, education, and teaching experience. Because these traits can have an impact on bureaucratic leadership, transactional leadership, and affiliative leadership on the provision of teaching services in secondary schools, it was thought that this information was extremely important to the study. The accuracy and dependability of the data presented paint a clear image of the respondents who took part in the study.

4.4 Gender of respondents

The researcher carried out a study on respondents that consisted of both male and female.

Table 4.2: Gender of respondents

GENDER	FREQUENCY	PERCENTAGE
MALE	124	51.7
FEMALE	116	48.3

The findings shown in Table 4.2 above offer real findings based on the respondents' gender as connected to administrative, transactional, and affiliate leadership on the provision of teaching services in secondary schools. When compared to their male counterparts, who made up 124, there were fewer women (116). Given that the difference was only 8, the researcher was able to extract nearly equal perspectives from the responses. Thus, there were just 8 fewer female responders overall. This is supported by a research done by UBOS in Ssembabule (UBOS 2021/22) that found an almost equal number of men and women working as teachers. Yet, the teaching opportunity still indicated some discrimination against women, suggesting that men continue to enjoy better and more favorable conditions. The

majority of female marriages, early pregnancies, and inferiority complexes are blamed for this. Hence, the Ugandan government must act more quickly to empower girls, promote their education, and combat vices like early marriage and pregnancy, which prevent many female students from pursuing careers as teachers. This suggests that the information that was provided about head teachers leadership styles was basically gender based.

4.5 Respondent distribution by working period

Respondents were requested to indicate the period they have spent while teaching and the results that emerged are presented in the Figure 4.1:

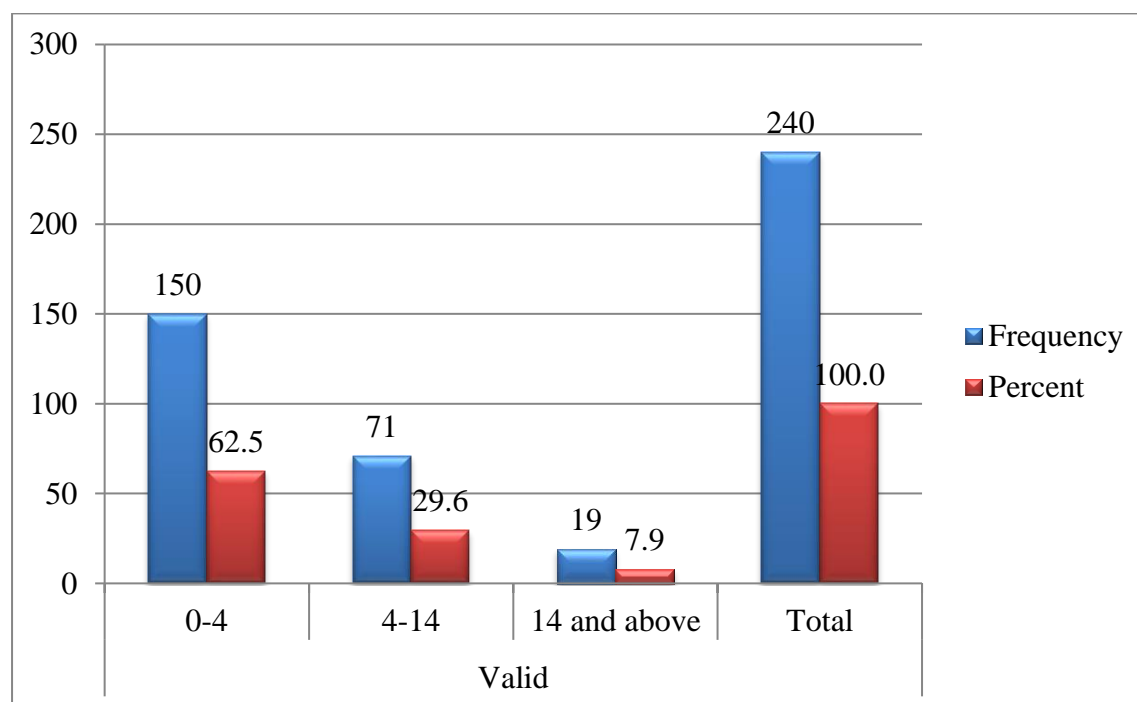


Figure 4.1 Period spent while teaching (Source: Primary Data)

Figure 4.1 demonstrates how the respondents spent their time when teaching as follows: A large percentage of respondents (teachers) in the Ssembabule District had spent 14 years in teaching, but after 14 years, the number of teachers who remained in the classroom drastically decreased (7.9%). Of the 150 (62.5%) who spent between 0 and 4 years, 71 (29.6%) spent between 4 and 14 years, and 19 (7.9%) had spent 14 years and above in the

classroom. This is demonstrated by Varthan M (2022), who claimed that one of the difficulties faced by all educational institutions is retention. The COVID-19 pandemic introduced another level of complication to Ssembabule District. Yet, the government has been working on numerous initiatives, such as compensation increases, to keep teachers in the classroom, although gaps still exist.

4.6 Distribution of respondents by level of Education

The researcher carried out a study on Teachers whose level of education ranged from UACE to masters as shown in figure 4.2 below;

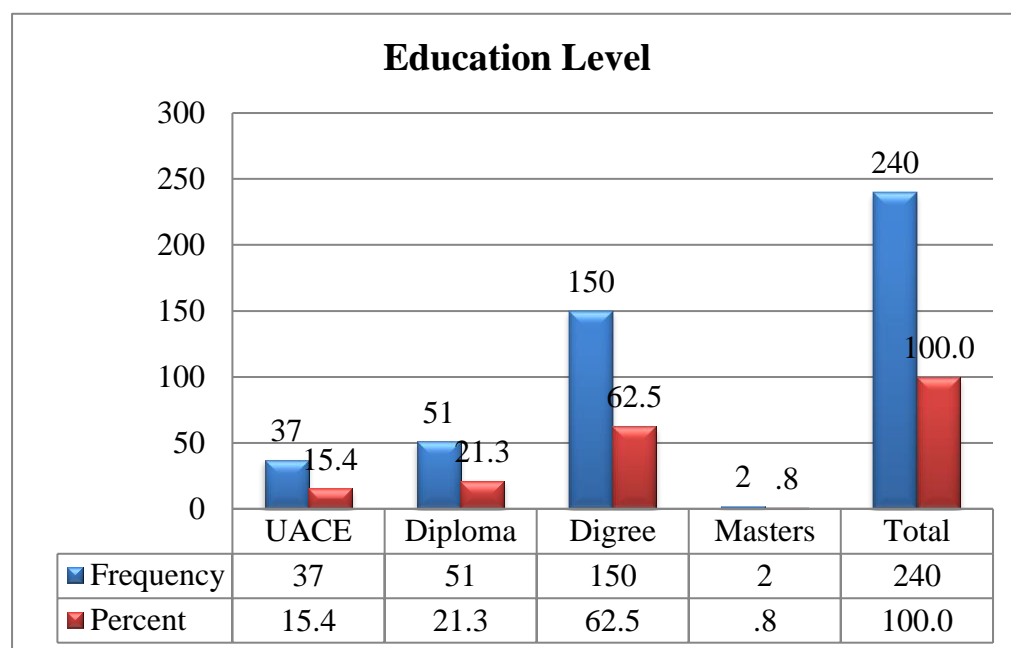


Figure 4.2 Showing distribution of respondents by level of education levels (Source:

Primary Data)

According to the aforementioned statistics, first-degree holders made up the majority of respondents (62.2%). Diploma came in second with 21.3%, UACE came in third with 15.4%, and Masters came in last with 8.0%. The majorities of the participants in the study (92.0%) were literate, could understand basic ideas, and had some teaching experience. The 15.4% of UACE participants who had no training experience might be trained. This implies that to ensure quality service delivery schools owners should sharpen their teachers with teaching

knowledge through training and skills development if they are to improve on the performance of the schools. The limited number of respondents with master's degrees (8.0%) was attributed to financial constraints that cannot enable them save some revenue for pursuing their master's degree programs. The Ugandan government should therefore look into the aspect of enhancing the salaries of all teachers at all levels if they (teachers) are to enroll for graduate studies. Scholarship opportunities to pursue graduate education could also be provided to teachers who especially hold first class degrees.

4.7 Empirical Finding

The researcher's main objective to the study was to determine the influence bureaucratic leadership, transactional leadership and Affiliative leadership on the teaching service delivery in secondary schools, a case of Ssembabule District. The analysis of the findings which follow were presented according to the objectives of the study as Descriptive statistics, Correlations, regressions and the qualitative results and as obtained from the questionnaire administered and the interviews conducted with the key informants.

4.7.1 The influence of bureaucratic leadership on teaching service delivery

The first objective was to determine the influence of bureaucratic leadership on the teaching service delivery in selected secondary schools in Ssembabule District.

Table 4.3 Descriptive statistics on division of labor based on functional specialization

	Frequency	Percent	Cumulative Percent
strongly Agree	91	37.9	37.9
Agree	59	24.6	62.5
Valid Disagree	40	16.7	79.2
Strongly Disagree	50	20.8	100.0
Total	240	100.0	

Table 4.3 division of labor based on functional specialization (Source: Primary Data)

The results shown in table 4.3 above reflect the responses that respondents submitted. The results show that a significant majority of respondents (24.6%) agreed with the assertion that the Head Teachers divide labor based on functional specialization which results in quality service delivery among instructors, while only 16.7% disagreed with the above statement. According to the findings, even though some Head Teachers still find it difficult, the majority of Head Teachers have attempted to increase the quality of service delivery through division of labor.

During the interview with one of the school Head teachers about the division of labor and specialization, this is what he had to say

“I recommend my fellow Head teachers to use division of labor because given the number of teachers, they can produce more outputs using division of labor compared to the same number of teachers each working alone. In addition to that, teachers who specialize in a field can be more efficient during the production process.” This implies that specialized teachers can produce more outputs than those who have not specialized. This is because these specialized teachers are believed to have gained much more technical skills and knowledge and experience than their counter parts that have not specialized.

Table 4.4: Descriptive statistics on hierarchy of authority

The school has got a well-defined hierarchy of authority			
	Frequency	Percent	Cumulative Percent
Strongly Agree	56	23.3	23.3
Agree	84	35.0	58.3
Valid Disagree	40	16.7	75.0
Strongly Disagree	60	25.0	100.0
Total	240	100.0	

Table 1.3 hierarchy of authority

The results in table 4.4 show responses as provided by respondents on bureaucratic leadership. Study result here revealed that the biggest number and percentage of the respondents 84 (35.0%) agreed with the version that their schools have got a well-defined hierarchy of authority, followed by 60 (25.0%) who also strongly disagreed with the idea, 56 (23.3%) also strongly agreed and only 40 (16.7%) disagreed. According to the findings, most schools have tried to build well-defined hierarch of authority and to those that are lacking should adopt the system as well as taking regular feedback from the teachers and parents in order to improve the quality of service delivery in schools.

During the interview with one of the key informants about the school hierarchy of authority, she said that;

“School hierarchy makes dealing with behavior in school quicker and easier for teachers. There should not be any confusion or anxiety about taking a problem to their immediate senior for guidance and support and there should be clear guidance from the school on when to do so”.

Table 4.5: Descriptive statistics on work situations

Head teacher practices systematic procedures for dealing with work situations			
	Frequency	Percent	Cumulative Percent
Strongly Agree	91	37.9	37.9
Agree	55	22.9	60.8
Valid Disagree	31	12.9	73.8
Strongly Disagree	63	26.3	100.0
Total	240	100.0	

The results in the table indicate that most of respondents 91 (37.9%) agreed with the statement that Head teacher practices systematic procedures for dealing with work situations, 63 (26.3%) strongly disagreed, 55 (22.9%) agreed with the statement and 31 (12.9%) disagreed. Based on the above finding, the Head teachers and school management should strive to improve on the systematic procedures for dealing with work situations.

4.7.2 The influence of transactional leadership on teaching service delivery

Table 4.6 Descriptive statistics on technical competence that applied in the school

Promotion and selection among teachers based on technical competence that applied in the school			
	Frequency	Percent	Cumulative Percent
Strongly Agree	93	38.8	38.8
Agree	69	28.8	67.5
Valid Disagree	31	12.9	80.4
Strongly Disagree	47	19.6	100.0
Total	240	100.0	

Table 4.6 indicates that most of the respondents 93 (38.8%) strongly agreed with the statement that promotion and selection among teachers based on technical competence that applied in the school, 69 (28.8%) agreed, however 47 (19.6%) strongly disagreed and 31 (12.9%), disagreed with the statement. The results are a bit balanced, which is still good. However, school Head teachers should put more effort on improving the quality of service delivery in schools.

Table 4.7: Descriptive statistics on what is to be done

Head teacher makes clear expectation on what is to be done			
	Frequency	Percent	Cumulative Percent
Valid Strongly Agree	31	12.9	12.9
Agree	96	40.0	52.9
Disagree	39	16.3	69.2
Strongly Disagree	74	30.8	100.0
Total	240	100.0	

Table 4.7 shows that most of the respondents' responses on transactional leadership also indicate that (40%) agreed with the statement that Head teachers make clear expectations on what is to be done; however, (30.8.1%) strongly disagreed with the statement. Based on the above data, majority of the respondents believe that Head teachers make clear expectations on decision made.

Table 4.8 Descriptive statistics on provision of assistance in exchange for their efforts.

Head teacher provides assistance in exchange for their efforts			
	Frequency	Percent	Cumulative Percent
Valid Strongly Agree	76	31.7	31.7
Agree	86	35.8	67.5
Disagree	31	12.9	80.4
Strongly Disagree	47	19.6	100.0
Total	240	100.0	

The study results in table 4.8 show responses as provided by respondents on transactional leadership. The biggest percentage of the respondents (35.8%) agreed with the idea that Head

teachers provide assistance in exchange for their efforts, while only (19.6%) strongly disagreed with the above statement. This implies that majority of the teachers work hand in hand with their Head teachers to deliver quality services in schools.

During the interview with one of the Head teachers about the assistance, this is what he had to say,

“I normally collaborate with my teachers through debating, planning, and problem-solving together. In addition, we inquire together as a team using evidence and research to guide our decision decision-making process”.

Table 4.9: Descriptive statistics on role expectations

Head teacher works out agreements with teachers about role expectations			
	Frequency	Percent	Cumulative Percent
Strongly Agree	50	20.8	20.8
Agree	91	37.9	58.8
Valid Disagree	50	20.8	79.6
Strongly Disagree	49	20.4	100.0
Total	240	100.0	

According to study results from table, 4.9 regarding transactional leadership, (37.9%) agreed with the statement that Head teachers work out agreements with teachers about role expectations, while (20.8 %) disagreed. Although the percentage of those who disagreed is a bit higher, the variance of (17.1%) is not so great, implying that the results are bit balance which is not so bad. This also means that most Head teachers make agreement with their fellow teachers on their roles and responsibilities.

4.7.3 The influence of Affiliative leadership on teaching service delivery

Table 4.10 Descriptive statistics on team building

Head teacher does not spend time on team building			
	Frequency	Percent	Cumulative Percent
Strongly Agree	57	23.8	23.8
Agree	110	45.8	69.6
Valid Disagree	44	18.3	87.9
Strongly Disagree	29	12.1	100.0
Total	240	100.0	

Research findings from table 4.10 above, concerning Head teachers who do not spend time on team building revealed that majority of the respondents (45.8%) agreed with the above statement, while (18.3 %) disagreed with the same statement. This implies that majority of the teachers focus on school and performance rather than team building.

Table 4.11 Descriptive statistics on responsibilities.

Head teacher shies away from the responsibilities			
	Frequency	Percent	Cumulative Percent
Strongly Agree	56	23.3	23.3
Agree	96	40.0	63.3
Valid Disagree	43	17.9	81.3
Strongly Disagree	45	18.8	100.0
Total	240	100.0	

The study results in table 4.11 show responses as provided by respondents regarding the statement on Head teachers who shy away from their responsibilities (40%) of the respondents agreed with the statement that Head teachers shy away from their responsibilities, while only (18.8%) of the respondents strongly disagreed with the above statement. This implies that majority of the Head teachers tend to ignore their responsibilities

Table 4.12: Emotional bond among teachers

Head teacher creates harmony and builds emotional bond among teachers			
	Frequency	Percent	Cumulative Percent
Strongly Agree	85	35.4	35.4
Agree	91	37.9	73.3
Valid Disagree	40	16.7	90.0
Strongly Disagree	24	10.0	100.0
Total	240	100.0	

The study results from table 4.1 above indicate that majority of the respondents (37.3 %) agreed with the above statement that Head teacher creates harmony and build emotional bond among teachers. However, (16.7%) disagreed with the above statement. From the findings above, it is evident that majority of the teachers believe that Head teachers create harmony and build emotional bond among teachers.

CHAPTER FIVE:

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations drawn from the study findings of the previous chapter

5.1 Discussion of the findings

5.1.1 The influence of bureaucratic leadership on teaching service delivery

According to the study's findings, majority of respondents (24.6%) agreed that Head teachers divide labor based on functional specialization, and 85 (35.0%) and 91 (37.9%) agreed that their schools have a clearly defined hierarchy of authority. They also agreed that head teachers have procedures in place for handling different types of situations.

This finding is supported by Prajaktha G (2020), who emphasized that division of labour help teachers to break down there work into simple repetitive tasks and this may eliminate unnecessary motion among teachers which may result into poor quality service delivery.

Study results revealed that the biggest number and percentage of the respondents 84 (35.0%) agreed with the version that their schools have got a well-defined hierarchy of authority, followed by 60 (25.0%) who also strongly disagreed with the idea, 56 (23.3%) also strongly agreed and only 40 (16.7%) disagreed

According to (Bitto& Butler,2010), in a bureaucratic school structure, the authority is generally concentrated at the top management and information usually flows from top to down, encouraging a school culture focused on control and command, where operational processes are rigidly controlled and closely supervised. This is in agreement of the result above.

5.1.2 The influence of transactional leadership on teaching service delivery

Based on the results, 38.8% of respondents agreed that instructors should be promoted and chosen based on their technical proficiency in the context of the school. Additionally, 40% of respondents agreed that head teachers set clear expectations for what needs to be done, suggesting that transactional leadership plays a crucial role in helping head teachers contribute to school planning and aid in the management of school resources. Additionally, 35.8% of respondents said that head teachers offer assistance in exchange for their effort, suggesting that head teachers play a crucial role in transactional leadership, not only the overall performance but creating an environment that models and project the future of a students through their teachers, the findings also reveals that 37.9% of respondents agreed that Head teachers workout agreements with teachers about expectations.

The results are in line with State of Queensland (Department of Education) (2023) who stresses that school Head teachers have an important role in contributing to school planning and assisting with the management of school resources. Therefore, Head teachers' decision plays a critical role in each school community as they contribute to the success of students and the school itself, (Meador. D 2022). Those that disagree should be encouraged to build strong relationship with their Head teachers.

According to Reynolds and Teddlie (2018,) Head teachers play a critical role in not only the overall performance of the school but in creating an environment that models and projects the future of a student or a learner through their teachers. However, those that disagreed with the statement should create a friendly relationship with their Head teachers to improve on the quality of services delivered in their schools.

The results are also in line with Sabrina G (2021) who showed that when teachers and Head teachers agree to work together whether by contract or verbally, they create a better learning

experience. Teachers and Head teachers' collaboration positively impacts on students' achievements and allows them to explore new territories.

According to (Centre for Teaching Education 2020), assisting one another may lead to more innovation, efficient processes, increased success and improved communication as well as improved service delivery in schools.

5.1.3 The influence of Affiliative leadership on teaching service delivery

Based on the aforementioned results, 45% of respondents claimed that head teachers do not devote time to team development. This suggests that, under affiliative leadership, head teachers prioritize team building less and more in favor of school and performance. In the workplace, a failing team has the roles described by Alexa, P. (2022), battle lines are set, communication stops, suspicion increases, productivity and efficiency dramatically decline, and collaboration or creativity is next to impossible. Together with affiliative leadership, 40% of respondents thought that head teachers shirk their duties, and 37.3% said that they foster harmony and a sense of community among teachers.

According to Alexa.P (2022) in the workplace, a failed team has the following consequences: forming of factions, battle lines are drawn, communication stops, suspicion rises, productivity and efficiency drop off sharply and collaboration or innovation is next to impossible. Therefore, Head teachers should consider team building if they are to improve on the quality of service delivery in schools.

The results are also supported by Emiruts (2022) who stated that a leader is someone who is in charge of organizing, guiding and managing others. They are visionaries who motivate and encourage their team to reach the desired outcome. Therefore, Head teachers who still shy away from their responsibilities should be reminded and assisted to be exemplary by taking all their responsibilities rather than shying away from their responsibilities.

In addition Deeksha (2022) showed that a good relationship with the team leads to team productivity and success. Leaders who have strong relationships with their employees can manage them effectively, provide guidance and support and develop skills needed for workplace success. Hence, head teachers should create more harmony and bond among teachers in order to deliver quality services in schools.

5.2 Conclusion of the study findings

5.2.1 The influence of bureaucratic leadership on teaching service delivery

According to the results, the factors that influence bureaucratic leadership on the provision of teaching services in particular secondary schools are the division of labor, the authority hierarchy, the procedures for handling a situation, teacher and parent feedback, management control, command, and tasks.

5.2.2 The influence of transactional leadership on teaching service delivery

According to the study's findings, transactional leadership is influenced by the technical expertise of the head teachers, the effort put forth by the head teachers, the environment, their decision-making processes, and their relationships with other teachers, as well as team building.

5.1.3 The impact of associational leadership on the provision of educational services

On this objective, the study concluded that, 45% of respondents indicated that, Head Teachers do not spend time on team building. The other influence is responsibilities, which is shown in Table 5.0, where 40% of respondents agreed with the statement that Head Teachers shy away from their responsibilities and 37.3% agreed that Head Teachers foster harmony and foster an emotional bond among teachers.

5.3 Recommendations

5.2.1 The influence of bureaucratic leadership on teaching service delivery

The Head teachers should consider the division of labour and specialization, as well as building well-defined hierarchy of authority and taking regular feedback from the teachers and parents in order to improve the quality of service delivery in schools.

5.3.1 The influence of transactional leadership on teaching service delivery

School Head teachers should work on their competences, decision making as well as build strong relationship with their teachers in order to improve the quality of service delivery in schools.

5.3.3 The influence of Affiliative leadership on teaching service delivery

School Head teachers should consider team building, harmony, emotional bond among their teachers as well as understanding their responsibilities in order to improve on the quality of service delivery in schools.

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APPENDICES

Appendix I: QUESTIONNAIRES FOR TEACHERS:

SECTION A: BACKGROUND INFORMATION

(Please tick)

Male

☐

Female

☐

How long have you worked in the school (years)?

1=0-4 2=4-14 3=14 and above

☐

Education Level

☐

UACE=1 Diploma =2 Degree=3 Masters=4 PHD=5

☐☐☐☐

Others specify.....

Employment status

Permanent

☐

part time

☐

temporary

☐

SECTION B

FOR THE FOLLOWING QUESTIONS, PLEASE PICK THE NUMBER OF YOUR CHOICE

1. Strongly Agree (SA)
2. Agree (A)
3. Disagree (D)
4. Strongly Disagree (SD)

SECTION C

BUREAUCRATIC LEADERSHIP

Item	SA	A	D	SD
Head teacher divides labor based on functional specialization which results into quality service delivery among teachers				
The school has got a well-defined hierarchy of authority which helps teachers perform their tasks well				
Head teacher follows a system of rules covering the rights and duties of teachers				
Head teacher practices systematic procedures for dealing with work situations which improves the performance of school				
Ensures that teachers follow procedures precisely				
Promotion and selection among teachers based on technical competence is applied in the school				

SECTION D

TRANSACTIONAL LEADERSHIP

Head teacher provides assistance in exchange for their efforts				
Head teacher makes clear expectation on what is to be done				
Head teacher tells us standards to carry out work				
Head teacher works out agreements with teachers about role expectations				
Head teacher takes the interest and monitors my performance and keeps track of mistake				
Head teacher waits for things to go wrong before taking action				

Concentrates his/her full attention on dealing with mistakes, complains and failures				
Head teacher makes innovative suggestions in order to build the school effectively				
SECTION E AFFILIATIVE LEADERSHIP	SA	A	D	SD
Head teacher creates harmony and builds emotional bond among teachers				
The school leadership is characterized with empathy, building relationships and communication				
Head teacher has a special interest in the personal welfare of her/his teachers				
Head teacher does not spend time on teambuilding				
Head of the school has a high level of trust in her/his team members and gives teachers great flexibility in how they do their jobs				
Head teacher avoids confrontations with the teachers by always giving positive feedback				
Head teacher does not bother even though the staff goes astray				
Head teacher shies away from the responsibilities				
Head teacher follows the ideas of the teachers on particular issues				

Appendix II: INTERVIEW GUIDE FOR HEAD TEACHERS.

1. Do you think Head teachers have specific ways of leading the school?
2. What leadership styles do you know which are used by Head teachers?
3. Which leadership style do you use in your school?
4. Are you comfortable with such a leadership style?