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**Head teacher Leadership Styles and Teacher Performance in
Primary Schools in Kaabong District, Uganda**



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Head teacher Leadership Styles and Teacher Performance in Primary Schools in Kaabong District, Uganda

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Abstract

Purpose: This study investigated the influence of headteacher leadership styles on teacher performance in primary schools in Kaabong District. Specifically, the study was to establish whether headteacher transformational leadership style had a significant influence on teacher performance; whether headteacher instructional leadership style had a significant influence on teacher performance; and whether headteacher transactional leadership style had a significant influence on teacher performance in primary schools in Kaabong District.

Methodology: The study adopted a cross-sectional descriptive survey research design in which structured questionnaires and face-to-face interviews were used to collect data from 308 respondents that included headteachers, directors of studies, teachers, pupil leaders and members of school management committees. The sampling of respondents was done mainly using simple random and census.

Findings: The study found out that most headteachers in primary schools in Kaabong used the three leadership styles in their management. However, the study found out that most of the respondents disagreed that teacher performance in the primary schools was good. The results of the linear regression showed that use of transformational leadership style had an insignificant influence on teacher performance; use of instructional leadership style had a moderate significant influence on teacher performance; and use of transactional leadership style had an insignificant influence on the teacher performance in the primary schools.

Unique Contribution to Theory, Policy and Practice: The findings of the study will provide a basis for policy makers to consider which leadership styles to emphasize in a bid to improve on teacher performance in schools. The findings from this study will provide an insight among head teachers on the importance of adopting appropriate leadership styles that can ensure good teacher performance in the primary schools. The findings will provide a basis for identifying the

relationship between head teachers and teachers in forging best practices for improved teacher performance in schools.

Keywords: *Leadership, Styles, Teacher, Performance*

INTRODUCTION

Background to the Study

Globally, the past 15 years have witnessed concerted efforts by policy makers to reform schools by holding those in leadership positions publically accountable for improving academic performance of learners in public examinations (OECD, 2013; and Hubber, 2012). headteachers have been challenged to adopt more proactive leadership styles such as transformational, transactional and instructional leadership styles for better performance (Hubber, 2012). For headteachers who are at the helm of school leadership, the main consequence of such efforts by policy makers has been to demonstrate the contribution of their work towards improvements in academic performance of learners. Similarly, efforts by the OECD country evaluations have also highlighted the importance Hallinger of leadership in supporting school improvement (OECD, 2013). Most countries around the world especially in the United Kingdom, Canada, New Zealand, Australia and the United States, the role of the school leader is seen as of prime importance in raising standards (Hallinger and Heck, 2010). Therefore, most countries continue to insist on appropriate headteacher leadership styles for improved school performance.

In Africa and particularly in Sub-Saharan Africa (SSA), the situation is not very different. School leadership has also taken a significant twist towards improvement of school performance of learners. However, like it was noted in the introduction, management of organizations like primary schools involves leaders working with and through other people, in this case the teachers, to achieve organizational (school) goals. According to Armstrong (2009), performance of employees is critical to the survival of the production process in the organizations. This implies that teacher performance in primary schools is critical in the performance of the schools. Therefore, to make appropriate evaluation of school leadership in school performance, the interplay between leadership styles applied in the management process should be examined against teacher performance in the schools.

Headteacher leadership style has been defined as the ingredient of personality embodied in leaders that causes subordinates to follow them (Chandan, 2017). (Okumbe, 1998) on the other hand defines headteacher leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. Headteachers are in a unique position as the managers or administrators who control schools resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedemi, 2008; Adeyemi, 2014). According to the Gulu Office DES (2018) report, headteachers in primary schools in northern and north-eastern districts of Uganda, like those in most other primary schools have adopted three basic types of leadership styles; transformational, instructional and transactional (DES, 2018). It is believed that the three styles of leadership are more proactive and if well utilized in management practice, they lead to improved performance.

In applying transformational leadership style, the headteacher focuses on the vision, setting directions, restructuring and realigning the school organization, developing staff and involvement of external community in supporting school activities (Northouse, 2011). On the other hand, in using the instructional leadership style, the headteacher focuses on establishment of clear educational goals, planning the curriculum, evaluating teachers and teaching in the schools (Robinson, 2011). In transactional leadership style, the headteacher operates within a defined system and follows its rules (Bass, 2011).

On the other hand, teacher performance generally refers to the overall classroom management, effective teaching that involves proper scheming, lesson planning, delivery and assessment, the motivation to teach school and class room punctuality as well good team work (Decenzo and Robbins, 2017). The Uwezo (2011) report showed that despite focus on headteacher management and introduction of performance management contracts in primary schools, education quality has remained low and this could be due to poor teacher performance.

According to the Directorate of Education Standards (DES, 2018) and the Uganda National Examinations National Assessment of Progress in Education (NAPE, 2017) report for primary schools in Karamoja sub-region where Kaabong District is part, indicated that most of the primary schools were not performing well. The DES report particularly singled out the fact that teacher performance in the schools had greatly declined (DES, 2018). The report indicated that most of the teachers were not making adequate preparations, lesson delivery was wanting as the methods of lesson delivery were not well coordinated and there was no regular learner assessment. In terms of percentage, 38% had schemes of work, 36% had lesson plans and 48% had lesson notes. There was a general failure to select appropriate teaching methods and failure to evaluate learners effectively by over 60% of the teachers in the primary schools visited by the DES team (DES, 2018). From the researchers view, since teachers are at the centre of childrens learning, when their performance is poor, it follows that the childrens learning will be negatively affected. To improve on teacher performance implied that one needed empirical evidence as a basis for suggesting appropriate recommendations.

Statement of the Problem

Ministry of Education and Sports (Education Act 2008) puts much emphasis on leadership roles as being vested into the hands of school headteachers. Most headteachers adopt a predominant leadership style in implementing the teaching-learning processes in the schools. Headteachers in primary schools in Kaabong District have adopted transformational, instructional and transactional leadership styles in the leadership of the schools; by focusing on the vision, setting directions, restructuring; realigning the school organization, developing staff; establishment of clear educational goals, planning the curriculum, defining the system and follows its rules (Bass, 2011). However, the report of the Directorate of Education Standards (DES, 2018) and the NAPE (2017) report for primary schools in Karamoja sub-region where Kaabong District is part, indicated that most of the teachers in the primary schools were not performing well. For instance,

most of the teachers were not making adequate preparations, lesson delivery was wanting as the methods of lesson delivery were not well coordinated and there was no regular learner assessment. This implies that most of the teachers are not performing as expected. The pertinent question is on how headteacher leadership style adopted influences teacher performance in the primary schools. Most studies on influence of leadership styles have focused on transactional, autocratic and transformational leadership styles. There is little evidence of studies that have focuses on transformational, instructional and transactional leadership styles. Therefore, this study sets out to examine the influence of headteacher leadership styles on teacher performance in primary schools in Kaabong district.

Purpose of Study

The main purpose of the study was to examine the influence of headteacher leadership style on the teacher performance in primary schools in Kaabong District.

Objectives of the Study

- i. To establish the influence of Headteacher transformational leadership style on teacher performance in primary schools in Kaabong District.
- ii. To assess the influence of headteacher instructional leadership style on teacher performance in primary schools in Kaabong District.
- iii. To find out the influence of headteacher transactional leadership style on teacher performance in primary schools in Kaabong District.

RESEARCH METHODOLOGY

Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure (Kothari, 2006). As far as this study was concerned, the cross-sectional descriptive survey research design with both qualitative and quantitative approaches was used. This design was chosen because according to Wilkinson (2004) cross-sectional descriptive study design is useful in collecting and describing in-depth views from a sample. Since the researcher intends to obtain and describe in-depth data from a sample, cross-sectional descriptive research design was appropriate. The qualitative approach was used to collect, analyze and describe the opinions of the respondents about headteacher leadership style and teacher performance in the primary schools through interviews. Quantitative data were gathered through a structured questionnaire in order to generate quantitative data for calculating inferential statistics that will form a basis for conclusions (Amin, 2005).

Population of the Study

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The study population included headteachers, deputies, directors of studies and teachers in both government-aided primary schools in Kaabong District. From the statistical returns in the District Education Registry Office, the accessible population of the study from which the sample was selected was 549.

Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). From the population of study given above and in accordance with the Krejcie and Morgan sampling frame (1970) cited in Amin (2005); the sample size of the study had 308 respondents from 36 primary schools both government and privately owned.

Table 3:1 Population, Sampling Size and Sampling Techniques

<i>Category of Population</i>	<i>Population Size</i>	<i>Sample Size</i>	<i>Percentage</i>	<i>Sampling Techniques</i>
Teachers in selected School	426	164	53.2	Simple Random Sampling
Head-Teachers	41	36	11.7	Census
BOG and PTA	41	36	11.7	Census
Director of Studies/ Deputy Heads	41	36	11.7	Census
Pupils head leaders	36	36	11.7	
Total	549	308	100	

Source: Kaabong District Education Office (2020)

Sampling Techniques

Sampling techniques are methods of selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study employed both probability and non-probability sampling techniques. Non-probability techniques do not depend on equal chance while probability techniques depend

on equal chance (Kothari, 2006). In the study, the non-probability sampling techniques used was census; which was used to select headteachers, deputies and directors of studies because these respondents were few and all were selected (Amin, 2005). On the other hand, the probability sampling techniques used was simple random sampling which was used to select teachers who participated in this study to provide equal chance to all the teachers in the primary schools under study (Amin, 2005).

Data Collection Methods

In order to collect qualitative and quantitative data, the following data collection methods were used: questionnaire and face-face interviews.

Questionnaire

A questionnaire is a tool that is structured to collect quantitative data in a systematic fashion (Amin, 2005). In this study, questionnaires were used to collect data from the teachers and directors of studies of the selected primary schools on issues surrounding headteacher leadership styles and teacher performance in the primary schools. Questionnaires were used because apart from being easier to administer, they were also more reliable and easier to analyze (Amin, 2005). the questionnaire had four sections namely; Section A - Bio Data, Section B- the Independent constructs (transformational leadership style, instructional leadership style and transactional leadership style); and then Section C-teacher performance. The structured questionnaire had a four-point Likert scale type questions. The Likert scale questions had the following pre-coded responses: 1. Strongly Disagrees 2. Disagree 3. Agree 4. Strongly Agree. The Likert scale was preferred because it is flexible and easy to construct. Use of the Likert scale in the questionnaire minimized effect on validity and reliability and the results were easily quantified through software package and data were analysed scientifically and objectively (Lois & Gavin, 2010).

Interview

Interviewing is a method of collecting qualitative data through question and answer approach with the interviewee (Kothari, 2006). Face to face interviews were held to collect data from the headteachers and deputy headteachers of the selected primary schools in Kaabong District on headteacher leadership styles and teacher performance in the primary schools.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Influence of head teacher transformational leadership style on teacher performance

Objective one of the study sought to assess the influence of headteacher transformational leadership style on teacher performance in the primary schools in Kaabong District. In order to appropriately make such assessment, the status of headteacher transformational leadership style and that of teacher performance had to be ascertained first before generating a linear regression to determine the influence of the headteacher transformational leadership style on teacher performance. Assessment of the status of headteacher transformational leadership style and

teacher performance were based on descriptive statistics generated using the SPSS computer software. The descriptive statistics included frequencies, percentage, means and standard deviation. The results are presented in the following tables.

Status of Headteacher Transformational Leadership Style

The data in Table 4.5 presents the descriptive statistic regarding the teachers responses on the status of the headteacher transformational leadership style in the primary schools in Kaabong District.

Table 4.5: Descriptive Statistics for Headteacher Transformational Leadership Style

<i>TRANSFORMATIONAL STYLE</i>	<i>LEADERSHIP</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
The headteacher of this school focuses on the school vision in whatever he does	9.1	15.2	53.8	21.8	2.88	0.852	
The headteacher is always tries to ensure that setting direction for school administration is done	5.1	18.3	33.0	43.7	3.15	0.896	
The headteacher is always engaged in restructuring the school organization	19.8	38.6	20.8	20.8	2.43	1.031	
The headteacher tries to ensure that realigning school organization is a priority	7.6	36.5	43.1	12.7	2.61	0.805	
The headteacher of this school is interested in developing staff	6.1	11.7	55.8	26.4	3.03	0.792	
The headteacher of this school endeavors to ensure close involvement of external community	18.3	43.7	29.4	8.6	2.28	0.863	
The headteacher supports teachers to develop their families	7.1	45.2	41.6	6.1	2.47	0.718	
The headteacher urges teachers to have life-goals as individuals	15.2	21.3	52.3	11.2	2.59	0.879	

The headteacher encourages teachers to start-up some income-generating projects	6.1	29.9	62.9	1.0	2.59	0.621
The headteacher challenges teachers to be hardworking in all ways	10.7	29.9	50.3	9.1	2.58	0.802
Average Mean					2.66	

Source: Primary data (2020)

In order to ease interpretation of data in Table 4.5, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both of them had disagreed. Likewise, the proportion of those who strongly agreed and those who agreed were also combined because both had agreed. Therefore, data presented in Table 4.5 revealed that majority (75.6%) of the respondent teachers agreed that the headteachers of the primary schools in Kaabong District focused on the school vision in whatever they did. However, 24.4% of them disagreed that headteachers of the primary schools in Kaabong District focused on the school vision in whatever they did. The standard deviation for item one 0.852 which showed a moderate variation in the responses meaning that most headteachers were engaged in transformational leadership of the primary schools. Furthermore, the results indicated that 73.7% of the respondents acknowledged that the headteachers in the primary schools in Kaabong District always tried to ensure that setting direction for school administration was done. Only a few (26.3%) of them disagreed and the standard deviation was 0.896 which was again moderate variation in the responses on item two on transformational leadership style. This implied that most of the headteachers were engaged in transformational leadership in the schools.

The results in Table 4.5 also showed that majority (58.4%) of the respondent teachers disagreed that the headteachers in the primary schools in Kaabong District were always engaged in restructuring the school organization. Only 41.6% of them were in agreement that the headteachers in the primary schools in Kaabong District were always engaged in restructuring the school organization. The standard deviation was 1.031 which was rather wide variation in the respondents views on item three on transformational leadership style. This implied that the headteachers in most of the primary schools were not always engaged in transformational leadership. Furthermore, 55.8% with a standard deviation of 0.805 among respondents, agreed that the headteachers in the primary schools in Kaabong District tried to ensure that realigning school organizations was a priority. This was an indicator of the headteachers playing a transformational leadership role in the primary schools in Kaabong District. However, 44.2% of the respondents disagreed, implying that for them, they were not playing the transformational leadership role in their schools.

The results in Table 4.5 further indicated that 82.2% respondents with a standard deviation of 0.792, acknowledged that the headteachers of the primary schools in Kaabong District were interested in developing staff. This implied that majority of the headteachers in the primary schools in Kaabong District were interested in transforming the teachers. However, it was also noted that 62.0% of the respondents disagreed that the headteachers of the primary schools in Kaabong District endeavored to ensure close involvement of external community. The standard deviation was 0.863 which was moderately a wide variation in respondents views on application of transformational leadership style. Surely, school organizations cannot be transformed independent of the external community in which they operate. This implied that at the end of the day, the intended school transformation would not be possible.

The results also showed that 63.5% of the respondents acknowledged that the headteachers in the primary schools in Kaabong District urged their teachers to have life-goals as individuals. This implied that most of the headteachers were concerned about transforming the teachers lives. Another 63.9% of the respondents acknowledged that the headteachers encouraged teachers to start-up some income-generating projects. Also, 59.4% of the respondents agreed that the headteachers in the primary schools in Kaabong District always challenged their teachers to be hardworking in all ways.

The overall average mean for all the items on headteachers use transformational leadership style in the primary schools in Kaabong District was 2.66 which can be rounded off to 3; a code that represented agree in the likert scale that was used in the questionnaire for data collection. the standard deviation ranged from 0.621 to 1.031 which was generally moderate varion in respondents views on application of transformational leadership style. This implied that on the average, most of the respondents acknowledged that the headteachers in the primary schools in Kaabong District were engaged in transformational leadership of their schools and teachers. The results from table 4.5 were in agreement with the data collected through face-to-face interviews with key respondents. For instance, in a face-to-face interview, one of the key respondents (KR1) said: *“I have observed that most headteachers are focused on defining the vision, values and direction in their school management. Most of them engage on activities that aim at improving conditions for teaching and learning and are also focused on redesigning the organization; aligning roles and responsibilities. In a nutshell, the headteachers seek to transform their teachers.”* (KR1, 2020).

Status of Teacher Performance

The data in Table 4.6 presents the descriptive statistic regarding the status of teacher performance in the primary schools in Kaabong District.

Table 4.6: Status of Teacher Performance in Primary Schools in Kaabong District

TEACHER PERFORMANCE	SD	D	A	SA	Mean	Std.
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						<i>Dev</i>
Teachers make timely accomplishment of teaching tasks	9.1	74.6	15.7	0.5	2.08	0.514
Teachers in this school attain quality of teaching	7.6	60.9	31.5	0.0	2.24	0.579
Teachers are able to demonstrate application of skills attained through the teaching	24.9	62.4	8.1	4.6	1.92	0.714
Grades attained by learners in assessments are very good	43.1	51.3	4.6	1.0	1.63	0.621
Teachers performance in terms of teacher activities is good	36.0	62.4	1.5	0.0	1.65	0.508
The Teachers demonstrate positive attitude to teaching	12.2	36.5	37.1	14.2	2.53	0.884
At district level, the Teachers perform very well	1.0	23.4	63.5	12.2	2.87	0.617
None of the Teachers gets reprimands because of under performing	1.5	5.6	27.4	65.5	3.57	0.671
Teachers demonstrate high level of comprehension of what they teach	24.9	62.4	8.1	4.6	1.92	0.714
Teachers show high achievement levels in classroom delivery	43.1	51.3	4.6	1.0	1.63	0.621
Average Mean						2.20

Source: Primary data (2020)

Like in the case of analysis of data on transformational leadership style in the primary schools in Kaabong District, in the analysis of data on teacher performance, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, as they were both deemed to have disagreed. Likewise, the proportion of those who strongly agreed and those who agreed were also combined because both had agreed. Therefore, data presented in Table 4.6 showed that the standard deviation ranged from 0.508 to 0.884 which was within a narrow margin in variation in respondents views on teacher performance in primary schools in Kaabong district. Majority (83.7%) of the respondents disagreed that the teachers in the primary

schools in Kaabong District made timely accomplishment of teaching tasks. Only 16.3% of the respondents acknowledged that the teachers in the primary schools in Kaabong District made timely accomplishment of their teaching tasks. This implied that the teachers in the primary schools in Kaabong District were not performing to their expectation.

The results in Table 4.6 further showed that 68.5% of the respondents disagreed that the teachers in the primary schools in Kaabong District attained desired quality of teaching. Similarly, 87.3% of the respondents disagreed that the teachers were able to demonstrate application of skills attained through their teaching. Another 98.5% of the respondents disagreed that teacher performance in terms of teacher activities was good. This implied that most of the respondents disagreed that teacher performance in the primary schools in Kaabong District was good. The overall average mean for all the items on teacher performance was 2.20 which can be rounded off to 2; a code which was for disagree in the likert scale used in the questionnaire. This confirms that most of the respondents disagreed that teacher performance in the primary schools was good all. This was also in agreement with the data collected through face-to-face interviews with key respondents. For instance, in a face-to-face interview, one of the key respondents (KR2) said: *“I have noticed that a good proportion of the teachers in the primary schools in the district are not doing a commendable job. I think there is some reluctance on the part of headteachers in supervising the teachers.”* (KR2, 2020).

In order to determine the influence of the headteacher use of transformational leadership style on teacher performance in the primary schools in Kaabong District, a linear regression was run using the Statistical Package for Social Scientists (SPSS).

Linear Regression

A linear regression was run between the means for headteacher transformational leadership style and teacher performance. The results of the linear regression are presented in Table 4.7 and Table 4.8.

Table 4.7: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R</i>	<i>Std. Error of the Estimate</i>
1	.057 ^a	.003	-.002		.622

a. Predictors: (Constant), Transformational Leadership Style

From Table 4.7, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher performance) which can be explained by the independent variable (headteachers use of transformational leadership style). From the results in Table 4.7, the value of R-Square was found to be 0.003 which when changed

to percentage (multiplied by 100) becomes 0.3% which implies that headteachers use of transformational leadership style influenced teacher performance by only 0.3% in the primary schools in Kaabong district. The overall effect of the headteachers use of transformational leadership style on teacher performance in the primary schools in Kaabong district was based on the results in Table 4.8.

Table 4.8: Influence of Headteacher Transformational Leadership Style on Teacher Performance

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	.242	1	.242	.625	.430 ^b
	Residual	75.443	195	.387		
	Total	75.685	196			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Transformational Leadership Style

In interpreting results in Table 4.8, it was also important to compare the significance (sig) value with the p-value (the standard) which is 0.05. When the sig value is greater than p-value, it means that there is an insignificant influence. However, when the sig value is less than p-value, then it means there is a significant influence. From the results in Table 4.8, the sig value was found to be 0.430 which was greater than 0.05 implying that headteachers use of transformational leadership style had an insignificant influence on the teacher performance in the primary schools in Kaabong district. These results were in agreement with the qualitative data collected through face-to-face interviews with key informants. For instance, one of the respondent head teachers (KR3) said: *“The truth of the matter is that every headteachers tries to transform his/her teachers for improved teacher performance. However, I think that the leadership styles adopted by most headteachers have not had a significant influence on teacher performance in the primary schools in Kaabong District. I would advise that headteachers should adopt other styles for improvement.”* (KR3, 2020).

Another key respondent (KR4) said: *“I would recommend that headteachers should adopt a leadership style that hinges on effective supervision at the school level. This should aim at enhancing teaching and learning; redesigning and enriching the curriculum; and enhancing teacher quality. This is what I call instructional leadership.”* KR4, 2020).

Influence of Headteacher Instructional Leadership Style on Teacher Performance

Objective two of the study sought to investigate the influence of headteacher use of instructional leadership style on teacher performance in the primary schools in Kaabong District. Like in objective one, in order to appropriately make such investigation, the status of headteacher instructional leadership style and that of teacher performance had to be ascertained first before generating a linear regression to determine the influence of the headteacher instructional leadership style on teacher performance. However, since assessment of teacher performance was done under objective one, it was not necessary to repeat it but the results from the assessment of teacher performance in objective one were used to run the regression in objective two. So what was important was to provide an analysis of the status of the headteacher instructional leadership style in the primary schools in Kaabong District.

Table 4.9: Descriptive Statistics for Headteacher Instructional Leadership Style

<i>INSTRUCTIONAL LEADERSHIP STYLE</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
The headteacher of this school focuses on clear educational goals	9.1	48.2	30.5	12.2	2.46	0.823
The headteacher of this school is involved in planning the curriculum	9.1	55.3	34.0	1.5	2.28	0.645
The headteacher of this school is involved in evaluating teachers	1.5	49.7	41.6	7.1	2.54	0.650
Headteacher of this school carries out evaluation of teaching	0.5	9.1	73.6	16.8	3.07	0.526
Headteacher of this school monitors teaching/learning	1.5	3.6	69.5	25.4	3.19	0.563
Headteacher of this school supports teachers in curriculum interpretation	2.5	17.3	68.5	11.7	2.89	0.618
Headteacher of this school provides appropriate instructional materials to teachers	17.8	53.3	20.8	8.1	2.19	0.823
Headteacher of this school inducts newly posted teachers to the school	21.3	56.3	17.8	4.6	2.06	0.757

Headteacher of this school observes lessons in progress	14.2	16.2	50.8	18.8	2.74	0.925
Headteacher of this school works jointly with teachers to review work covered by teachers	14.2	52.8	31.5	1.5	2.20	0.692
Average Mean						2.56

Source: Primary data (2020)

In the analysis of the descriptive statistics on headteacher use of instructional leadership style, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, as they were both deemed to have disagreed. Likewise, the proportion of those who strongly agreed and those who agreed were also combined because both had agreed. Therefore, data presented in Table 4.9 showed the standard deviation among the respondents ranged from 0.526 to 0.925 which was considered moderately wide variation in the responses. The results also showed that 57.3% of the respondents disagreed that the headteachers in the primary schools in Kaabong District focused their leadership on clear educational goals. Similarly, 64.4% of them disagreed that the headteachers were involved in planning the curriculum. Furthermore, 52.2% of the respondents disagreed that the headteachers in the primary schools in Kaabong District were seriously involved in evaluating teachers. This implied that the headteachers were not so much involved in instructional leadership.

However, the results in Table 4.9 also showed that majority (90.4%) of the respondents acknowledged that the headteachers in the primary schools in Kaabong District carried out evaluation of teaching. Evaluation of teaching is an instructional leadership role thus implying that the headteachers were involved in instructional leadership in their schools. Similarly, 94.9% of the respondents agreed that the headteachers in the primary schools in Kaabong monitored teaching/learning. This too, is an instructional leadership role that the headteachers were involved in. Furthermore, 80.2% of the respondents acknowledged that the headteachers in the primary schools in Kaabong District supported teachers in curriculum interpretation. Wrong or poor curriculum interpretation can lead to poor teacher performance. This implied that by headteachers supporting teachers in curriculum interpretations, they were engaging in healthy instructional leadership in their schools.

The overall average mean for all the items on headteacher use of instructional leadership style was 2.56 which can be rounded off to 3; a code which was for agree in the likert scale used in the questionnaire. This confirms that most of the respondents agreed that headteachers used instructional leadership style in their management of the primary schools in Kaabong District. This was in agreement with the data collected through face-to-face interviews with key respondents in this study. For instance, one of the key respondents (KR5) said: ““*In my view,*

headteachers should be more concerned with instruction in schools. So, they should provide instructional leadership where they should try to ensure working creatively with and empowering teachers; and ensuring that the processes and content of the curriculum are relevant.” (KR5, 2020).

Regression Analysis

A linear regression was run between the means for headteacher instructional leadership style and teacher performance using results from objective one. The results of the linear regression are presented in Table 4.10 and Table 4.11.

Table 4.10: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.191 ^a	.037	.032	.612

a. Predictors: (Constant), Instructional Leadership Style

From Table 4.10, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher performance) which can be explained by the independent variable (headteachers use of instructional leadership style). From the results in Table 4.10, the value of R-Square was found to be 0.037 which when changed to percentage (multiplied by 100) becomes 3.7% which implies that headteachers use of instructional leadership style influenced teacher performance by 3.7% in the primary schools in Kaabong District. The overall effect of the headteachers use of instructional leadership style on teacher performance in the primary schools in Kaabong District was based on the ANOVA results in Table 4.11.

Table 4.11: Influence of Headteacher Instructional Leadership Style on Teacher Performance

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	2.764	1	2.764	7.392	.007 ^b
	Residual	72.921	195	.374		
	Total	75.685	196			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Instructional Leadership Style

In interpreting results in Table 4.11, it was also important to compare the significance (sig) value with the p-value (the standard) which is 0.05. When the sig value is greater than p-value, it means that there is an insignificant influence. However, when the sig value is less than p-value, then it means there is a significant influence. From the results in Table 4.11, the sig value was found to be 0.007 which was less than 0.05 implying that head teachers use of instructional leadership style had a significant influence on the teacher performance in the primary schools in Kaabong district. These results were in agreement with the qualitative data collected through face-to-face interviews with key informants. For instance, one of the respondent head teachers said: *“I think that instructional leadership style is the most appropriate leadership style that headteachers in primary schools in Kaabong District should adopt. This is because it closely relates with the role of headteachers in supervising curriculum implementation in schools.”* KR6, 2020.

Another key informant (KR2) said: *“As far as I am concerned, a good leadership style in and educational setting would be one that ensures that management practices reflect leadership actions; and carrying out restructuring so that the school organisation is more effective and efficient. To me this is the instructional leadership style.”* KR2, 2020.

Style on Teacher Performance

Objective three of the study sought to assess the influence of headteacher use of transactional leadership style on teacher performance in the primary schools in Kaabong District. Like in objective one, in order to appropriately make such investigation, the status of headteacher instructional leadership style and that of teacher performance had to be ascertained first before generating a linear regression to determine the influence of the headteacher transactional leadership style on teacher performance. However, since assessment of teacher performance was done under objective one, it was not necessary to repeat it in this assessment but the results from the assessment of teacher performance in objective one were used to run the regression in objective two. So what was important was to provide an analysis of the status of the headteacher transactional leadership style in the primary schools in Kaabong District.

Table 4.12: Descriptive Statistics on headteacher Transactional Leadership Style

TRANSACTIONAL STYLE	LEADERSHIP	SD	D	A	SA	Mean	Std. Dev
The headteacher of this school focuses on	2.0	36.0	49.7	12.2	2.72	0.699	

rewarding good performance

The headteacher of this school punishes teachers based on performance 4.1 58.4 33.0 4.6 2.38 0.641

The headteacher of this school focuses on results 4.1 22.8 56.9 16.2 2.85 0.731

The headteacher of this school is a result-oriented person 3.6 34.5 34.5 27.4 2.86 0.863

The headteacher of this school dislikes lazy teachers 3.0 65.5 26.4 5.1 2.34 0.622

The headteacher of this school likes self-motivated teachers 1.0 19.8 68.0 11.2 2.89 0.584

The headteacher of this school wants teachers to finish the syllabi on time 1.0 26.9 68.0 4.1 2.75 0.538

The headteacher of this school wants teachers to effectively manage their time by following the teaching timetables 5.1 74.1 12.7 8.1 2.24 0.669

Average Mean

2.63

Source: Primary data (2020)

In the analysis of the descriptive statistics on headteacher use of transactional leadership style, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, as they were both deemed to have disagreed. Likewise, the proportion of those who strongly agreed and those who agreed were also combined because both had agreed. Therefore, data presented in Table 4.12 showed that 62.0% of the respondents agreed that the headteachers of the primary schools in Kaabong District focused on rewarding good performance; while 73.1% of them acknowledged that the headteachers focused on results. Similarly, 61.9% of the respondents agreed that the headteachers of the primary schools in Kaabong District wanted result-oriented persons (teachers). This implied that most of the headteachers in the primary schools in Kaabong District emphasized transactional leadership.

The results further showed that 79.2% of the respondents agreed that the headteachers of the primary schools in Kaabong liked self-motivated teachers; while 72.1% of the respondents acknowledged that the headteachers of the primary schools in Kaabong wanted teachers to finish

the syllabi on time. The overall mean from all the items on headteacher use of transactional leadership style was 2.63 which can be rounded off to 3; a code for which was for agree in the likert scale used in the questionnaire. This confirms that most of the respondents agreed that headteachers used transactional leadership style in their management of the primary schools in Kaabong District. This was in agreement with the data collected through face-to-face interviews with key respondents in this study. For instance, in a face-to-face interview, one of the key respondents (KR3) said: *“I have not really seen headteachers who use transactional leadership in the primary schools. So, I cannot really appropriately comment on how it influences teacher performance in the primary schools in Kaabong District.”* (KR3, 2020).

Regression Analysis

A linear regression was run between the means for headteacher transactional leadership style and teacher performance using results from objective one. The results of the linear regression are presented in Table 4.13 and Table 4.14.

Table 4.13: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R</i>	<i>Std. Error of the Estimate</i>
1	.101 ^a	.010	.005		.620

a. Predictors: (Constant), Transactional Leadership Style

From Table 4.13, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher performance) which can be explained by the independent variable (headteachers use of transactional leadership style). From the results in Table 4.13, the value of R-Square was found to be 0.010 which when changed to percentage (multiplied by 100) becomes 1.0% which implies that headteachers use of transactional leadership style influenced teacher performance by only 1.0% in the primary schools in Kaabong district. The overall effect of the headteachers use of transactional leadership style on teacher performance in the primary schools in Kaabong district was based on the results in Table 4.14 below.

Table 4.14: Influence of Transactional Leadership Style on Teacher Performance

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	.766	1	.766	1.993	.160 ^b

Residual	74.920	195	.384
Total	75.685	196	

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Transactional Leadership Style

In interpreting results in Table 4.14, it was also important to compare the significance (sig) value with the p-value (the standard) which is 0.05. When the sig value is greater than p-value, it means that there is an insignificant influence. However, when the sig value is less than p-value, then it means there is a significant influence. From the results in Table 4.14, the sig value was found to be 0.160 which was greater than 0.05 implying that headteachers use of transactional leadership style had an insignificant influence on the teacher performance in the primary schools in Kaabong district. These results were in agreement with the qualitative data collected through face-to-face interviews with key informants. For instance, one of the respondent head teachers (KR4) said; *“I have not used transactional leadership style and I am not sure whether it really works well in primary schools. I think if I am to choose a good leadership style, I would choose instructional leadership style because it is what works well in school setting.”* (KR4, 2020).

Another key informant (KR1) said: *“I know there are several leadership styles that headteachers can adopt in the management of their teachers. However, I think that since they are concerned with instruction in schools, I would recommend instructional leadership for them. Transactional leadership would not really be appropriate for headteachers in primary schools.”* (KR1, 2020).

Overall Multiple Regression

In order to ascertain the overall influence of the three headteacher leadership styles used by headteachers in the primary schools in Kaabong District, it was necessary to run a multiple regression analysis. Table 4.15 presents the results of the multiple regression.

Table 4.15: Model Summary of the Multiple Regression Analysis

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.207 ^a	.043	.028	.613

a. Predictors: (Constant), Transformational L. S; Instructional L. S; Transactional L. S.

The R square value was found to be 0.043 which translates into 4.3% implying that combined use of the three leadership styles by the headteachers in primary schools in Kaabong influences teacher performance by only 4.3%.

Table 4.16: Overall Influence of Headteacher Leadership Styles on Teacher Performance

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3.246	3	1.082	2.883	.037 ^b
	Residual	72.439	193	.375		
	Total	75.685	196			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Transformational L. S; Instructional L. S; Transactional L. S.

From the multiple regression, the results indicated that sig value was 0.037 implying that $p < 0.05$. Therefore, combined use of the three leadership styles has a statistically significant influence on teacher performance in the primary schools in Kaabong District in Karamoja sub-region.

Table 4.17: Coefficients from the Multiple Regression Analysis

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	1.452	.235		6.174	.000
	Transformational L. S.	-.071	.063	-.079	-1.122	.263
	Instructional L. S.	.149	.067	.193	2.234	.027
	Transactional L. S.	-.004	.067	-.005	-.060	.952

a. Dependent Variable: Teacher Performance

From Table 4.17, headteachers use of instructional leadership style in primary schools in Kaabong District had positive and significant influence on teacher performance. However, the use of both transformational and transactional leadership had insignificant influence on teacher performance in the primary schools in Kaabong District.

DISCUSSION, CONCLUSION, RECOMMENDATION AND SUGGESTION

Discussion of Findings

Leadership styles are important aspects in the success of any organization due to its effects on employees performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Reed, 2005) and effective management of resources. (Maicibi, 2005) observes that proper leadership style leads to effective performance in learning institutions. Leadership style in many organizations has been facing different challenges due to its effects on organizations performance, department, and teams, as well as work climate and atmosphere. Leaders who want the best results should not rely on a single leadership style (Nampa, 2007). Clark and Clark (2002) explained that different people require different styles of leadership. The discussion of the findings of this study was done in accordance with the objectives of study.

Head teacher Transformational Leadership Style and Teachers Performance

The first objective of the study focused at finding out the influence of headteacher transformational leadership style on teacher performance in Kaabong District. Transformational leadership can be seen as a matter of directed influence belonging to the new leadership paradigm (Furtner & Baldegger, 2013). Transformation leadership has four components which are; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985). Idealized influence and inspirational motivation according to Dionne, Yammarino, Alwater and Spangler (2004) are connected with the leaders ability to formulate and articulate a shared vision. The idealized influence of transformational leader serves as a role model for followers and because followers trust and respect the leader, they emulate this individual and internalize his or her ideas. Intellectual stimulation of transformational leadership is exhibited through recognition of followers stimulation, creativity and innovation while under individual consideration, the leader provide a supportive climate in which they listen carefully to the individual needs of the followers.

The results of the study showed that although the respondents had good knowledge of the leadership styles, their level of application of the leadership styles in management was quite weak. The apparent closeness in the mean rating of the respondents portrayed that they did not actually deviate very much in their opinion of the existence and knowledge of this style of leadership. The head teachers and teachers did not also deviate in their opinion that idealized attributes and intellectual stimulation act as agent of positive change. They however disagreed on their opinion on the issue of effect of inspirational motivation of principal on school organization.

Overall, the results indicated that there was an insignificant influence of headteacher use of transformational leadership style and teacher performance. The overall result was contrary to the findings by Dvir, Eden, Avolio and Shamir (2012) who found out that transformational Leaders had a direct impact on followers empowerment, morality and motivation. Dvir, et al., (2012) also found out that transformational leadership had a positive effect on the group. Research evidence clearly shows that groups led by Transformation Leaders have higher levels of performance and satisfaction than groups led by other types of leaders.

The results could be due to failure of the headteachers to appropriately adopt the right strategies for transformational leadership. According to Fullan (2010), transformational leaders employ various strategies to achieve their goals. In the school set-up these are attained through the organization or provision of facilities for workshops, recommendation for staff to attend conferences useful to the professional growth of staff, sharing information gained from conferences with staff members as well as sharing individual talents with one another. A common strategy of transformational leaders is the active involvement of staff in decision-making; decision is implemented out of compromise of staff but not necessarily an imposition from the leader. Collective decisions on institutional targets to be achieved are discussed and strategies mounted to ensure its attainment. Such leaders share and discuss research projects with staff in addition to stimulating staff to areas of research. Another feature is the public recognition of staff contributions. In this respect, leaders express appreciation for special efforts made by staff. At all times leaders also keep the staff on task; staffs are given responsibilities commensurate to their individual talents, abilities or strengths in order to foster staff involvement in governance functions. This makes leaders more receptive to staff attitudes and philosophies. Therefore, it implies that headteachers in the primary schools in Kaabong could have missed out on some of the strategies enumerated herein thereby justify the insignificant results revealed by this study in primary schools in Kaabong District.

Headteacher Instructional Leadership Style and Teacher Performance

The second objective sought to assess the influence of headteacher instructional leadership style on teacher performance in primary schools in Kaabong District. Instructional leadership remains to be a challenge in almost all schools around the globe primarily because of its narrow definition cast against the great number of roles of principals and other school administrators. Prytula, Noonan, and Hellsten (2013) cited Strong (1993) expressing that instructional leadership becomes hard to fulfill because the job encompasses a huge component of managerial duties and demands. Many of the demands of being school administrators have been created by social forces and others by policy issues (Goodwin et al., 2003), but they have all resulted in leadership issues including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the work week, an increase in ambiguity and complexity, and declining morale and enthusiasm. This makes

instructional leadership rather difficult to implement in school settings especially in rural schools like in Kaabong District.

In practice, instructional leadership should not only emphasize the teaching and learning aspects of school leadership, but it should also highlight organizational management for instructional improvement rather than day-to-day teaching and learning. The effectiveness and efficiency of teaching-learning experiences in school can only be minimally affected by the school administrators involvement in classroom instruction. This means that instructional leaders can have a great impact and effect to the quality of teaching and student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers and how they create opportunities for teachers to improve. Organizational management for instructional improvement means staffing a school with high-quality teachers and providing them the appropriate supports and resources to be successful in the classroom.

The results of this study indicated that most of the headteachers in the primary schools in Kaabong did not often use instructional leadership style. This implies that the schools functions can only be fulfilled efficiently and effectively when the headteachers play their roles the right way. Hence, each headteacher has his/her administrative role to portray in order to carry out the schools mission. To be an effective school, headteachers must work hard for the social, academic, emotional, moral and aesthetic development, satisfaction of teachers, effective use of sources, and accomplishment of goals and environmental harmony (Sisman, 2011). Therefore, an academic institution is expected to enable teachers to teach all aspects and to manifest behavioral changes. Hence, school headteachers are expected to have strong instructional leadership, high expectations from teachers, a systematic school climate, measuring student success and giving feedback, effective classroom management, believing that each and every student can learn, family participation, and a well-organized curriculum (Cohen, Manion, & Morrison, 2004).

İzzetDöş and Ahmet CezmiSavaş (2015) in their study about elementary school administrators and their roles in the context of effective schools discussed the characteristics of effective schools. In their discussion, they noted that the characteristics of effective schools are professional leadership, common vision and goals, existence of a learning environment, high quality of learning and teaching, high expectations, positive support, monitoring the development of students, and student rights and responsibilities. Considered to be the main characteristics of effective schools, these are only made possible through activities by school management.

The Wallace Foundation (2017) identified five key responsibilities of school headteachers as instructional leaders in building schools for better teaching and learning. The first responsibility is *shaping a vision of academic success for all students*. Varied researches on school leadership determined tis first role to be very significant. The school administrators like the school principals and school heads must identify and establish a school-wide vision of commitment to high and acceptable standards aligned with the nations mission and vision. Next is *creating a climate hospitable to education*. Conscientious school leaders must ascertain that the school

environment must permit total learning to be the central focus of the learners daily experiences. Such "a healthy school environment," as Vanderbilt researchers call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.

According to Wallace Foundation (2017), the third key responsibility is *cultivating leadership in others*. A leadership theory upholds that school leaders need to depend on others to fulfill the organizations goals and must motivate others for the development of leadership among all members. Results from the research from the universities of Minnesota and Toronto revealed that those school principals who get high marks from their teachers are those who create a strong climate for instruction. Furthermore, it depicted that effective leadership from all sources like the principals, influential teachers, staff teams and others are attributed with better student performance in math and reading tests. The next responsibility is *improving instruction*. Effective school administrators work persistently to enhance achievement by concentrating on the quality of instruction.

Researchers at the University of Washington (2018) found that these school administrators help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Moreover, school principals also encourage continuous professional development among teachers. They stimulate teachers to ceaselessly update themselves with research-based strategies to enhance the teaching and learning experiences and to instigate discussions about instructional approaches both in teams and with individual teachers. The Wallace Foundation (2017) further identified the fifth responsibility as managing people, data and processes.

Given that the study found out that headteacher instructional leadership style had a significant influence on teacher performance in primary schools in Kaabong District, it would be prudent that the five responsibilities outlined by Wallace Foundation (2017) are considered for further improvement in instructional leader in the primary schools in Kaabong District.

Headteacher Transactional Leadership Style and teacher Performance

Objective three of the study sought to find out the influence of headteacher transactional leadership style on teacher performance in the primary schools in Kaabong District. The study revealed that most of the headteachers rarely adopted the transactional leadership strategies in their management. Transactional leadership is related to motivating the employees and making them do the works with the help of external motivators such as organizational rewards (Bass, 2000). As Tengilimoğlu (2005) emphasizes that transactional leader generally works with a focus on continuing the works of the past and transferring them to future.

Nguni, Slegers, and Denessen (2006) suggest that transactional leaders are not interested in peoples personal development. They prefer a policy which is about preserving the current

situation. Transactional leadership has four dimensions: Conditional reward, management by exceptions (active), management by exceptions (passive) and laissez-faire (Bass, 2000; Karip, 1998). *Contingent reward* means a process of mutual transaction in which leader is trying to motivate the followers by rewards and promises (Bass & Steidlmeier, 1999). *Management by exceptions (active)* is about leaders observing employees performance and correcting their mistakes (Bass, 1985). *Management by exceptions (passive)* means leaders not intervening the organizational problems until they acquire a stricter situation and not acting before any kind of mistakes occurs (Karip, 1998). *Laissez-faire* is a leadership style in which the leader never intervenes the administrative processes and gives limitless freedom to the followers (Bass & Steidlmeier, 1999; Karip, 1998).

The results of this study revealed that most headteachers in the primary schools in Kaabong District did not actually use transactional leadership strategies as described by scholars of leadership. It was evident that the primary school goals did not demand headteacher in Kaabong District to use some of the strategies. However, it is important to underscore the fact that the main goal of transactional leadership is to make the employees work in order to get good compensation. This implies that transactional leaders enhance the motivation of the workers by giving contingent rewards. If the work is not done properly, there can be negative consequences too. A transactional leader sets the goals and makes clear the relationship between performance and rewards to employees. Employees know what they are required to do in order to receive rewards. Feedback is given to subordinates in terms of their progress towards or if they are away from the rewards. If the performance of the subordinates is not according to the pre-determined standard then punishment is also given to the subordinates. The subordinates are given clear instructions in order to get the desired results. The employees have little chance to affect decision making of the leader.

When the leader assigns the task to subordinates, it is considered that they (employees) are responsible for their work. Management by exception is often used by the transactional leader. If the performance is good then praise and reward are given for it. Corrective action is also there if the performance is below the expectations. Some transactional leaders pay heed to those who are not meeting the standards of performance. In some tasks (Tarpett, 2014), the transactional leaders function is just associated with management and the transformational leaders function is associated with leadership. Transformational leadership is known for the course of action which influences main changes in the assumptions, behaviours and attitudes of the member of the organization. It also builds commitment for the main changes in the strategies and objectives of the organization (Yukl and Fleet, 2012).

Conclusions

From the results of the study and the discussions, the study concluded as follows:

Application of transformational leadership style was very weak because very few headteachers in primary schools in Kaabong District often utilized transformational leadership style in their management and this had an insignificant influence on the teacher performance in the primary schools.

A marginal proportion of the headteachers in the primary schools in Kaabong often used instructional leadership style and this had a marginal influence on teacher performance in the primary schools.

A very small proportion of headteachers in primary schools in Kaabong District often utilized transactional leadership style in their management and this had an insignificant influence on the teacher performance in the primary schools.

Overall, headteacher use of leadership styles had a marginal influence on teacher performance in the primary schools in Kaabong District.

Recommendation

Basing on the findings, the researcher noted that headteachers as leaders in schools should endeavor to adopt specific leadership styles in their management because leadership styles have been known to influence on organizational performance. Therefore, the study recommended as follows:

Application of Transformational Leadership Style

The results indicated that application of the transformational leadership style by headteachers was very weak. Therefore, headteachers should endeavor to apply transformational leadership style if they are to set direction, restructure and realign their school administration towards attainment of set goals. Similarly, the headteachers should endeavor to apply transformational leadership styles of management to develop the teachers abilities to perform their duties appropriately.

Application of Instructional Leadership Style

The results revealed that a marginal proportion of the headteachers in the primary schools in Kaabong often applied instructional leadership style yet instructional leadership style is very important in establishment of clear educational goals, planning curriculum and evaluating teachers. Therefore, headteachers should improve on their use of instructional leadership style because it can lead to improvement in teacher performance in the primary schools in Kaabong district.

The focus of any school is learning which occurs through clear instruction of children. Failure to effectively apply instructional leadership style can have serious implications on teacher performance. Therefore, headteachers should try to improve on application of instructional leadership style in their management.

Application of Instructional Leadership Style

The results showed that a very small proportion of headteachers in primary schools in Kaabong District often utilized transactional leadership style in their management. The study recommends that headteachers should put more emphasis on application of transactional leadership style so as to provide operational rules and regulations for teachers to focus on their job of teaching. This can help to improve on teachers performance in the primary schools in Kaabong district. On the other hand, managers of education in Kaabong district (DEO, DIS) should endeavor to build capacity among headteachers.

Suggestions for Further Research

The results showed that very few headteachers applied the leadership styles under study. However, the study did not probe to find out reasons why the headteachers did not often apply the leadership styles. Therefore, further research need to focus on factors that affect headteachers use of the leadership styles in school administration.

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