

**HEADTEACHERS' LEADERSHIP STYLES AND THEIR EFFECT ON TEACHERS'
MORALE IN SELECTED SECONDARY SCHOOLS IN WAKISO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP OF
THE UNIVERSITY OF KISUBI**

FEBRUARY 2022

DECLARATION

I, Najjuma Damali, hereby declare that the content submitted in this research report written about **“Headteachers’ Leadership Styles and Their Effect on Teachers’ Morale of Selected Secondary Schools in Wakiso District”** is my original work and has never been submitted to any education institution of higher learning for any academic award.

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APPROVAL

This is to certify that this research report was under my supervision and has been submitted to the School of Graduate Studies and Research for the award of a Degree of Master of Arts in Education Leadership of the University of Kisubi .

Signature: Date:

SUPERVISOR’S NAME: BR. DR. PIUS OCHWO

DEDICATION

I dedicate this work to my mother for being there throughout the entire academic journey and for all the support rendered

ACKNOWLEDGEMENT

I am grateful to the Almighty God for the gift of life, determination, wisdom and understanding that He has granted me that has enabled me to push on and complete this research. I would like in a special way to express my gratitude to my supervisor Br. Dr. Pius Ochwo for his professional guidance, encouragement and time dedicated to this work and above all for the constructive criticisms which made it a true academic work. Furthermore, I would like to appreciate my benefactors, friends for the moral, academic and financial support availed to me throughout my academic journey. Finally, I appreciate my respondents who availed me with the necessary information that helped in the study. May God bless you abundantly.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLE	vii
LIST OF FIGURE	viii
ABSTRACT.....	ix
ABBREVIATION	x
Introduction	1
Background to the Study	1
Historical Perspective	2
Theoretical Perspective.....	4
Conceptual Perspective.....	5
Contextual Perspective	7
Statement of the Problem	8
Purpose of the Study	9
Objectives of the Study	9
Research Questions	9
Scope of the study	9
Content Scope of the Study	10
Geographical Scope	10
Time Scope	10
Significance of the Study	10
Theoretical Review	14
Related Literature	15
Most used Leadership Styles by Headteachers.....	15
Perceptions towards Leadership Styles	19
Effect of Leadership Styles on Teachers' Morale	22
Research Design.....	27
Study Population	27
Sample Size.....	28
Sampling Frame	31
Data Collection Instruments.....	32

Questionnaire.....	33
Interview Guide	33
Data Quality Control	34
Validity of the Instruments	34
Reliability of the Instruments	35
Procedure of Data Collection	35
Data Analysis and the Statistics Used in Data Analysis	36
Research Ethical Considerations	37
Limitations of the Study	37
Research Findings	39
Background Information	39
Objective One: Most Used Leadership Style by Headteachers in Selected Secondary Schools in Wakiso District	42
Objective Two: Teachers’ Perceptions towards Their Headteachers’ Leadership Styles in Selected Secondary Schools in Wakiso District.....	47
Summary of the Study Findings.....	59
Objective One: Most Used Leadership Style by Headteachers in Selected Secondary Schools in Wakiso District	59
Objective Two: Teachers’ Perceptions towards Their Headteachers’ Leadership Styles in Selected Secondary Schools in Wakiso District.....	60
Recommendations of the Study.....	63
Areas for Further Research	64
REFERENCE	65
APPENDICIES	73
Appendix 1: Questionnaire.....	73
Appendix 2: Interview Guide for Director of Studies and Deputy Head Teachers.	76
Focus Group Discussion Guide for Teachers.....	77
Appendix 3: Permission Letter to the Field.	78

LIST OF TABLE

Table 3.1: Sampling Frame.....	31
Table 4.1: Gender of the Respondents.....	39
Table 4.2: Working Experience in School (Years).....	40
Table 4.3: Education Level.....	40
Table 4.4: Employment Status.....	41
Table 4.5 Teachers who participated in FGD.....	42
Table 4.6 Number of DOS and D/HT.....	45
Table 4.7: Descriptive Statistics of teachers' morale.....	57
Table 4.8: Model Summary.....	57
Table 4.9: Multiple Regression Analysis Showing Effects of Leadership Styles On Headteachers' Morale.....	58

LIST OF FIGURE

Figure 1.1: Conceptual Framework for headteachers' leadership styles and their effect on teachers' morale	12
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ABSTRACT

The purpose of the study was to examine the headteachers' leadership styles and their effect on teachers' morale in selected secondary schools in Wakiso District. Specifically, the objectives of the study were to; find out the most used leadership style by headteachers, describe perceptions teachers have towards their headteachers leadership styles and the examine the outcome of transactional, affiliative and bureaucratic styles of leadership on teachers' morale in selected secondary schools in Wakiso District. The study employed a correlational research design utilizing both quantitative and qualitative approaches; the study population included; senior teachers (05 years and above), Director of Studies and Deputy Headteachers of five secondary schools in Wakiso District. The findings show that the most used leadership style by headteachers in selected secondary schools is Transactional leadership style as it was mainly identified by most of the respondents. Results showed both positive and negative perceptions i.e., uncomfortability, insecurity, encouraging, conducive, stimulating, perfection, stressful, consistent/inconsistent, undependable and frustrating towards teachers' morale. When establishing the effect of headteachers' leadership styles on teacher morale, the research findings indicated a 41.2% which is a moderate effect. This means that there are other variables that affect teachers' morale other than the leadership styles used in the study. It concludes that the leadership style mostly used by headteachers in selected secondary schools in Wakiso District is Transactional. Most of the perceptions teachers had towards headteachers' leadership styles are unfavorable to boost teachers' morale. The findings of the study indicated a moderate effect of 41.2% which means they are other variables that contribute to the remaining part which the researcher did not find out since they were not part of the study. The study recommended that headteachers leadership styles needed to be improved by holding workshops to capacity build them to increase teachers' morale in secondary schools. It further recommended the combination of two or more leadership styles in order to have effective leaders among headteachers. The researcher recommends that decision makers utilize the findings of the study in analyzing the perceptions teachers have towards the leadership styles used by the headteachers in executing duties. Results from the multiple regression indicated that the leadership styles are a good match for teacher morale and therefore policy makers may adapt the leadership styles anytime in case of need to increase teachers' morale.

ABBREVIATION

DOS- Director of Studies

DH/T- Deputy Headteacher

CHAPTER ONE: INTRODUCTION

Introduction

The research intended to study the head teachers' leadership styles and their effect on teachers' morale. This chapter includes; Background to the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study and significance of the study. Leadership is the core element of educational institutions and administrators need to check the styles utilized in today's world.

Background to the Study

Leadership is taken into account as one of the key elements for the progress of many institutions hence contains a stronger effect on the attitude of employees towards their jobs and their morale. It is hence significant for a headteacher to comprehend what is involved in effective headship. The study mainly focused on Bureaucratic established in 1947 by Max Weber, Transactional by Max Weber 1947 and Affiliative in 2002 by Goleman. After preliminary reading the researcher identified Bureaucratic, Transactional and Affiliative leadership styles as those that had not been over researched thus need for the study. Schools are places where students are imparted knowledge and the heads have a big responsibility for their schools. Heads in these schools are parallel to those in any other organisation or company and are tasked to accomplishment of school goals and objectives therefore the need to clearly analyse the leadership styles used on their employees.

This section consists of four major perspectives i.e.; historical perspective, theoretical perspective, conceptual perspective and contextual perspective.

Historical Perspective

Leadership has an important influence on teacher morale (Slater, 2008). It is stated that studies have generated links between efficient school headship and matters for example teacher morale, institutional environment, and organizations outcomes (Blase, 1987). The growth of any society in the world depends on how serious that society has utilized an instrument called education to foster the progress. Worldwide, the foremost approach for the progress of the society throughout the emerging world is through educating the masses (Aikaman, 2005 in Nsubuga 2008:1). However, for effective management of an organization, staffs are essential. Effective leader and subordinate contribute to realize intended aims. A number of scholars on institution efficiency have illustrated a system of collaboration among teachers' morale therefore the style of leadership used by the principals.

In the USA, a swing of procedures and technology encouraging to radically transforming teaching and education in the earlier years did not yield required results leading to a low teacher morale having many teachers departing from the occupation. The current report for Alliance for Excellent Education was done and it yielded results that 13% of the country's teachers either transfer from one institute to another or quit teaching per annum. Stillman, (2011) asserts that in earlier years, a faculty of education in United States put a lot of emphasis on teacher responsibility for ensuring learner performance outcomes on regular assessments. A report from the USA proved findings that 08% of teachers quit the job yearly. Various reasons as to why teachers quit were identified for example; little payments, employment conditions, number of learners per class, constant assignments as well as morale and job satisfaction (Hammond, 2016).

A report of the United States Education Commission of 2005 concluded that educator independence, class size, management attention, and learners' matters for example moods, competency, self-control, and learner financial state can be causes for limited teacher

morale. Another study found that certain instructors prefer districts where the numbers of learners in a particular class are smaller and the main goal of teaching is centered on nurturing, developing and provoking students (Lankford, et al 2002). Schools where teachers are associated with a lower level of morale are characterized by decreased interest in teaching, demotivation, absence of interaction with other teachers, depression, illnesses, and devastating burnout (George, 2003).

A study done in Philippines by Celia (2019) returned results that the Deans' realistic leadership is positive in promoting teacher morale and organizational behavior in education activity. This study has shown that reliable leadership is paramount in ensuring morale and organizational behavior of teachers in institutions of learning. The findings of the study provided new knowledge and information of the usefulness of authentic leadership on education. It is very important to take into consideration the influence of the school administrator at the time of examining teacher morale. Buser et al (1987) conducted a research and the results identified that schools which are more effective, the principals were pronounced as passionate, reliable, profound, noticeable, focused, and informed as compared to schools with heads described as autocratic, poor communicators and insecure which were associated with a low morale.

Perie and Baker (1997) in their study found out that a percentage of 26% of secondary instructors in 35 public schools were greatly satisfied at their workplaces. Still the research got findings explaining that the levels of job satisfaction lessened depending on the years spent in the career i.e. the more years, the lesser the morale. The percentages varied as the teachers with 03 years or less experience who were pleased with the teaching job was at 36% and 23% represented teachers with an experience of 20 years and more still pleased with teaching. In Tanzania, Lambert et al. (2001) speculated a good school as one which necessitates effective leadership i.e. a school where the headteacher is in a position to deal

with outside tasks since the school atmosphere dealings lead to either improved or decreased morale.

Theoretical Perspective

The study was guided by the two-factor theory of Frederick Herzberg developed in 1959 which is predicated on satisfaction at the work environment. Herzberg did the study through asking a bunch of persons of the good and bad they have experienced at work. The group answered questions on good experience different from when asked about the bad experiences. Based on this, Herzberg established an idea that individuals' job satisfaction depended on two types of factors i.e.; Factors that lead to satisfaction (motivators/ satisfiers) and factors causing dissatisfaction (hygiene factors/ dissatisfiers).

In most cases, motivators are constituted of performance, appreciation, career position, responsibility and chances for progress while pay, other work situations, teamwork that lead to the relationship between supervisor and employee are dissatisfiers. Still, Herzberg asserts that the above identified satisfiers and dissatisfiers produce results on the same ground i.e. satisfaction and dissatisfaction are the same. Kara (2005) laments that offering an increased salary does not bring satisfaction to an employee who has been dissatisfied.

Researcher chose theory thanks to the fact that it connects best to what headteachers must know in schools to ensure that they uplift the morale of their teachers and also understanding what could cause an occasional morale or dissatisfaction to ensure performance in schools. The relevance of the theory is it creates conditions permanently for excellent outcome, liking teachers' works, adapting the activities of teachers' abilities and skills, providing each team with the maximum volume of duty, and availing openings for growing in school to confirm satisfaction and teacher morale. Retention and commitment of teachers as well as school effectiveness are a result of teacher satisfaction which is a good

determinant. The theory connected to the leadership styles in a way that whenever the teacher was satisfied he or she felt the feeling of belonging to the school hence putting in more effort for the good of the school. Punishment and rewards as both the satisfiers and dissatisfiers reflected on the transactional leadership style with the issue of reward performance and the career position with the hierarchy of authority and following of rules and regulations.

Conceptual Perspective

Teacher morale is regarded as teachers struggling to reach individual and academic goals of the school and the view of satisfaction that stem from the total school atmosphere. Morale is the magnitude to which an individual is satisfied with the needs and the rate to which the individual understands satisfaction (Guion, 1958). Still morale is defined as the professional interest and enthusiasm displayed by someone towards the attainment of individual and group goals in an extraordinarily job situation (Bentley et.al 1980). Mendel (1987) described teacher morale which the researcher described to be a sense, conscience, an intellectual approach, and an emotional attitude. Morale is a responsive and psychological reaction to an individual's job (Wiles, 1967).

In assertion with Wiles (1967), the manner a teacher senses and what he or she has belief in can be briefly explained as teacher morale. Morale is well-defined as the entire gratification a person derives from the work environment, the usual atmosphere, and the factors that demand to personal tendencies. Vasantham (2014) defines teacher morale as a brief of attitude and moods that create a replacement of physical and psychological abilities with concerns such as self-assurance, cheerfulness and an encouraging mentality. Rajan (2012), defines teacher morale as the extent to which the desire of the teacher is gratified, satisfied and ways teachers perceive the profession which bring the being of contentment of the employee.

Leadership is a significant component in the societal relations of people at work and is the major issue that defines and form individual behaviour that concludes into a leadership style and performance. Leadership is an interpersonal impact shown in a condition and fixed via the communication process leading to the attainment of a particular goal. Flynn (2009) discloses that leadership is the process whereby an individual is inspired by the behavior of another in relation to character and mind as an alternative of violence or threat. Leadership style can be best understood when defined as a process where an organized group with its activities is influenced towards goal achievement (Rauch &Behling, 2016).

Leadership style is defined as behavioral arrangements that any leader can adopt to stimulate the nature and character of the followers. Adeyemi et al. (2013) defined leadership style as patterns of behaviors utilized by leaders in endeavoring to impact workmates and amend resolutions concerning the goal, plan and every activity done. Northouse (2010) defined leadership as a most important tactic where individuals alternate the thoughts of other people and lead institutions in front to achieve acknowledged results. Leadership is described as an interface amongst heads and subordinates. In this case, the leader attempts to persuade groups to reach a mutual aim (Yukl, 2006).

In this research, leadership style is employed to clarify how an individual traces others in an organization mainly in the bureaucratic, transactional and affiliative. Bureaucratic leadership style was analyzed as division of labor and setting of rules and regulations, Transactional leadership style meant two parties exchanging; therefore transactional leadership style was used in line with reward and Affiliative means to belong to something; therefore, the affiliative leadership style in this research was used to mean that headteachers gave a feeling to teachers that they belong to the schools. Teachers' morale in line with the research meant loyalty of an instructor towards teaching and all the related activities. These were subdivided into; rate of absenteeism, availability and sufficient

teaching materials, teacher training program and supportive team. The study intended to understand whether the head teacher's leadership styles affect teachers' morale in agreement with what is explained above.

Contextual Perspective

According to the Wakiso District Report 2014, evaluation of headteachers in secondary schools is an important concern in relation to teachers' morale. The value of headship of the headteacher affects instructors and learners' achievement. Teachers should be motivated and encouraged to have a high morale in case the nation is to realize the aim of education in a country's progress. Principals possess a big role to be played to effect teachers' conduct to ensure excellent instruction within the teaching and learning process in secondary schools.

Muwanguzi (2010) did a study and settled that appraisal tendencies exhibited in secondary schools of Wakiso District does not significantly affect the involvement of teachers in school related doings which was reflected at below 20%. A co-relational research of teacher morale and learner success was done by Sabin (2015) and the researcher identified a direct positive co-relation of 60% between teacher morale and learner success. Another study done by White (1988) concluded that teacher morale and practical manners of principals was a stronger indicator of learners' performance in reading. The study concluded that appraisal practices used affect the standard of teaching and also the participation of teachers at school management thus need for the study about the headteachers' leadership styles and their effect on teachers' morale.

Statement of the Problem

Teachers are the foremost asset in any educational institution. All schools are started and run by people. Leadership is the most important factor in educational success (Koech, 2004). Rajan (2012) describes that when morale is low, teachers tend to participate less in most activities to the extent of undertaking the requirements only or the least. The reverse is true more so when there is morale. Teachers with high morale are enthusiastic about their jobs and are more likely to be so much committed to their work. Education Report of 2016 from the Ministry enlightened that since the introduction of Universal Primary Education in 1997, Uganda has experienced remarkable progress in widening access to education. Today, the number of children enrolled has increased from 3 million to 8 million calling for the need for more teachers in the educational institutions.

Despite this incredible achievement, education performance and the quality of learning continue to lag. One of the main reasons for this is high teacher absenteeism between 17%-30% on a national level (Education report 2016). The 2014 Ministry of Education and Sports report still discovered that teacher dissatisfaction is a major problem in the Ugandan education system. In a national survey of 2018 on employment morale, due to the leadership styles of headteachers and low if not little salaries only 16% of teachers aspired to remain in the profession over the coming two years. These high numbers of absent and disengaged teachers are having a drastic impact on the learning outcomes of children reducing their time spent in the classroom and disrupting their progress and if educational goals are to be realized teachers should be having a high morale reflected in being present at school. This possesses more problems for the future as there is already a shortage of qualified teachers in rural areas.

All this may be due to the headteachers' leadership styles and the effect they bring on the teachers' morale. Educators have warned that unless the teaching profession is made

more attractive and teachers begin to see the benefits and rewards of their practice, the quality of education will continue to suffer and disengaged individuals will enter the profession only as a last resort. Thus need for the study about headteachers' leadership styles and their effect on teachers' morale.

Purpose of the Study

The purpose of the study was to examine the headteachers' leadership styles and their effect on teachers' morale in selected secondary schools in Wakiso District.

Objectives of the Study

1. To identify the most used leadership style by headteachers in selected secondary schools in Wakiso district.
2. To describe teachers' perceptions towards their headteachers' leadership styles in selected secondary schools in Wakiso district.
3. To examine the outcome of transactional, affiliative and bureaucratic styles of leadership on teachers' morale in selected secondary schools in Wakiso district.

Research Questions

1. What is the most frequently used leadership style by headteachers' in selected secondary schools in Wakiso district?
2. What perceptions do teachers possess towards their headteachers' leadership styles in selected secondary schools in Wakiso district?
3. To what extent does transactional, affiliative and bureaucratic styles of leadership predict teachers' morale in selected secondary schools in Wakiso district

Scope of the study

The scope is subdivided into geographical, content and time scope.

Content Scope of the Study

The research purposely focused on the headteachers' leadership styles and their effect on teachers' morale. Headteachers leadership styles was restricted to mainly; the Bureaucratic, Transactional and Affiliative styles of leadership and teachers' morale on the other hand considered aspects such as rate of absenteeism, teacher training program, sufficient and availability of teaching materials which may include; text books, chalk, laboratory equipments and supportive team

Geographical Scope

The study was carried out in the selected secondary schools in Wakiso district. The district is surrounded by Kampala and bordered by Mpigi (West), Mukono (East), and Kalangala (South), Luwero (North) districts.

Time Scope

This study looked at a period of five years from 2015-2020. This period was chosen because by this time, most headteachers in schools had adopted the contemporary leadership styles i.e., transactional, bureaucratic and affiliative leadership styles and a few studies have been done about the styles (Hussain, 2017).

Significance of the Study

This study may provide a base for decision makers in embracing suitable courses of action for individuals to be appointed as heads of secondary schools. This is for the development of the education system. It may also provide awareness to the leadership styles effective in secondary schools. Decision makers may understand better ways of supporting the heads, mobilizing the team to sustain, boost, or enhance performance.

The research findings may be of importance to both the head teachers and the teachers' whom they employ. It may help the school leaders to have a better knowledge of

the styles alongside teacher morale. It may help head teachers to exercise efficient leadership styles so as to improve teachers' morale. This is so because the head teachers will know which style best suits the teachers' morale and also help to improve on teachers' morale in how they attempt different activities.

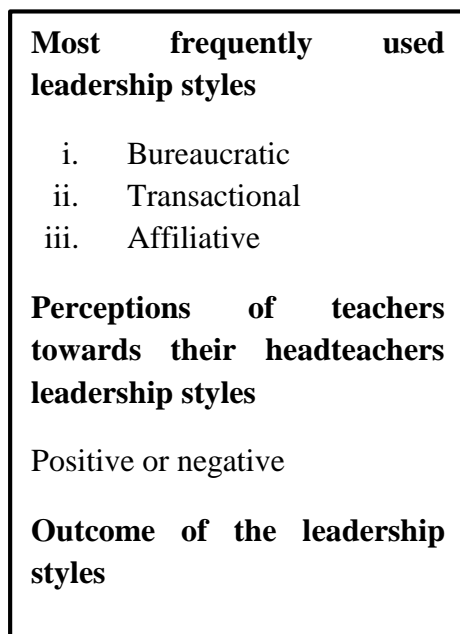
Ministry of education in Uganda may also be availed with information about the leadership styles that it should emphasize the headteachers to involve in the administration process. It may verify to the education officials whether or not the claims that the leadership styles of headteachers play a big role in influencing teachers' morale. This may help to direct some attention to the problem.

The research may serve as the reference and may call for in-depth researchers on the topic. It will be useful to the future researchers and academicians digesting the head teachers' leadership styles and their effect on teachers' morale. The study may make viable recommendations that will enhance the morale of teachers to perform in secondary schools.

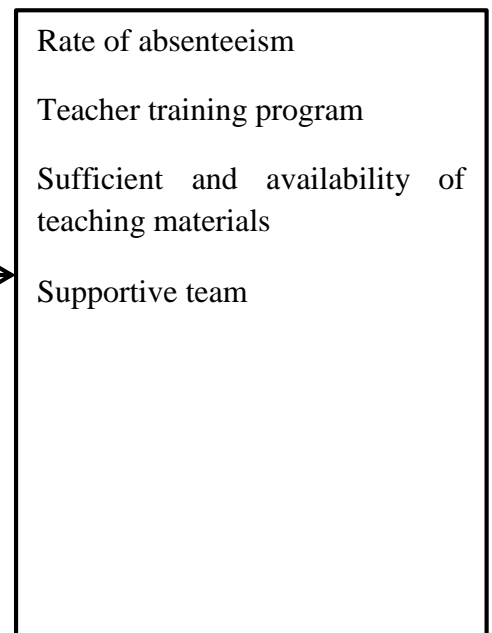
Conceptual Framework

Orodho (2004) describes it as a model of illustration where a scholar symbolizes connections among the variables in research and demonstrates correlation in graphics and diagrams.

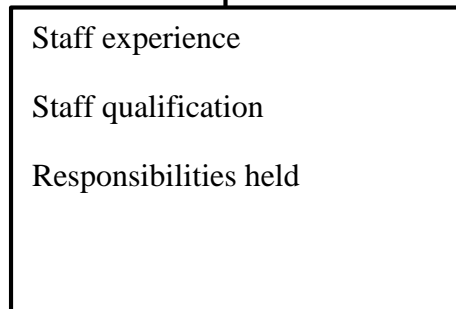
IV Leadership Styles



DV Teachers' Morale



Intervening Variables



Source: Researcher from Literature Review

Figure 1.1: Conceptual Framework for headteachers' leadership styles and their effect on teachers' morale

Conceptual framework comprises of ideas placed with a reasonable and sequential design (Nalzar, 2012). This research was intended to give a better meaning of the styles of leadership on teacher morale. Management is efficient in the process of reaching organizational goals and objectives; therefore, leadership style determines whether the leader is on the right track or not (Mullins, 2002). The leadership styles which include transactional, bureaucratic and affiliative are independent variables which the headteacher may use to influence the morale of teachers. Bureaucratic leadership style was defined as where a leader depends on his or her position in a clearly defined hierarchy to influence followers and is generally inflexible and suspicious to change (Paracha, 2012), Transactional leadership style is where the management relies on rewards and punishments to achieve optimal job performance from his or her subordinates (Agus et al, 2020) and Affiliative leadership style is associated with a leader who puts people first, concentrating on creating a harmonious working environment and building bonds (Wachira et al, 2018). Teachers' morale is defined as the professional interest and enthusiasm displayed by someone towards the attainment of individual and group goals in an extraordinarily job situation (Bentley et.al 1980) and was identified as rate of absenteeism, teacher training program, sufficient and availability of teaching materials and supportive team. Extraneous variables were controlled by carrying out randomization. Gesa (2015) defines randomization as the process of selecting the people of the research without bias such that every member has the same opportunity of getting engaged in the study. This was used in such a way that the researcher used the sampling techniques stipulated in the study to choose the schools as well as the respondents in order to control the extraneous variables.

CHAPTER TWO: LITERATURE REVIEW

This chapter presents a theoretical knowledge of the phenomenon leadership styles and their effect on teachers' morale. This chapter is organized into different sections as per the objectives. For this study, a variety of significant literature was referred to with special reference to writings on leadership styles and their effect on teachers' morale.

Theoretical Review

The two factors theory brings out the aspect of motivation and satisfaction while at the work place. Herzberg's theory gave a chance for headteachers to see the connection between satisfactions and dissatisfactions of teachers. Where any need was met, the rate of dissatisfaction lowered. Lehman, (1989) said that intrinsic motivator attained from job have the likely possibility for improved performances. Motivators are explained by Herzberg as they are essentials to outspread level of morale and satisfaction among teachers (Dufour et al, 1986).

Sergiovanni (1992) did an analogous study to Herzberg's theory and intentionally surveyed the motivational desires of teachers. The results indicated teachers could not feel motivated by improvement with chances to duties for example headships or curriculum overseers. Instead results from the study showed that recognition at the job and extra tasks could be effective motivators for teachers. The theory is appreciated since it provides an understanding into the usefulness of motivation which brings attention to the job issues that are usually underestimated. It displays the worth of job enhancement in motivation. Therefore, Herzberg's theory has resolved the matters of leaders wondering how to motivate teachers satisfactorily.

Related Literature

Most used Leadership Styles by Headteachers.

According to John Maxwell (1998), most of the activities done in an organization depend on leadership to produce results. It is not accidental that certain headteachers are extra efficient compared to the rest though experiencing the same difficulties and restrictions. Sergiovanni (1995) says that real leaders possess a clear view of the world and school headship functionalities. U. S. Department of Education, 2002 adds that the rising allegations of the No Child Left Behind Act of 2001 suggests that assessment risks and big reforms enterprises that concentrate on responsibility, constituencies where schools are situated are attempting to find responses to on going to create a gap throughout a school's overall performance.

Chinyere et al (2018) cited that efficient headteachers should exhibit good administration abilities. Any headteacher with poor abilities of leading, always ends up unproductive and ineffective (Deal, 1999). Thornton et al (2005) that when teachers view their headteachers' leading styles unreliable, morale is more likely to lower. This is so since teachers desire a favourable job setting which is thought-provoking yet caring. Efficient headteachers should have certain abilities, characteristics and conducts for example; assigning duties, trustworthiness, creativeness, and clear communicators (Rammer, 2007).

Michael (2012) argues that bureaucratic administration is usually devoted to a way of bureaucratic leadership that follows procedure which is important for institutions with steady jobs for employees. Michael (2010) motivates and creates bureaucratic leadership which involves problem-solving processes and residents who are abandoned by bureaucratic leaders. The leader's behavior is characterized by bureaucratic leadership style has a positive effect on teachers' morale (Bass, 2008).

Shoupe (2005) in his study said that Darrell (2004) did a study and came up with conclusions that transactional leaders pursued to stimulate workers through working to fulfilling their aims as individuals and benefits. This was to be done through concentrating on the completion of duties and dealings as an interchange for benefits that the followers wished for however yielded unfavorable relationship. Transactional leadership style was mostly used by the headteachers and led to a job atmosphere which was infused by positions, control, perk and policies. Taylor (1994) cited Burns as the researcher said that the most efficient and valuable style of leadership was transformational that realized lasting achievement and increased outcomes.

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 i.e. just go with what you are told. Leaders take subordinates as individuals whose main role 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 (Cummins et al, 2007). Transactional leadership avails the framework required for instant aims to be fulfilled.

Transactional leadership was explained as a method recognized on values and institutional administration.

Chinyere et al (2018) quoted that transactional leaders reach subordinates with an aim of giving one thing in anticipation of receiving another thing in exchange. Transactional leaders pursue followers by a give-and-take procedure for activities done (Miskel, 2012). Transactional leadership contains 03 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. Sosik and Dionne (1997) advice that heads that set principles and punctiously follow conduct show the active managing through exemption leadership style. Passive leadership through exemption as defined by Hoy and Miskel (2012) happens once a head takes an impasive attitude to lead by prevailing a matter becomes thoughtful. Sosik and Dionne (1997) say that subordinates of this kind of leadership consider that their work is to have the set command. Hoy and Miskel backing this said that efficient heads accomplish more when the when reward reinforcement is the base for the administration. Still the scholars affirm that if transactional leadership conducts are reinforced with a transformational leadership behavior, the product is institutional progress and improved morale.

Affiliative leadership style emphasizes exclusively on the persons controlled. Many principals associated with this type of leadership emphasize enlightening among subordinates endowing members to fulfilling organizational objectives. Using this process must involve

conviction and consideration that learners are dedicated to fulfilling policies and plans as fixed. The Affiliative Style has an element that emphasizes 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 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 endeavouring to make persons happy and generating peace. The affiliative style comprises of amazingly affirmative effect on morale.

Perceptions towards Leadership Styles

Fitzgerald et al (2008) asserts that a research on the leader's choice of educator works to determine the instructions platforms for leading that recommended instructors belief as these doings were unfavourable to teachers as well as institution climate. An article written in 2008 described how heads reversed the college hierarchy of authority and led to pressure in an institution. The work explored teacher opinions on instituting their individuality as a leader forces them into doing works that are not part of what is included in their contracts.

The study establishes the institute capability and essential outcomes had an impact which either had positive or negative results of headteachers enhanced the institution structure.

Principal actions alleged as negative toward instructors produced results remarkably lesser value of training and a scarcity of learner commitment. A study was done which measured 50 teachers in a qualitative study that stated the emotional state as paranoid, stressful, insecure, and fearful because of headteachers practices (Blasé, 2012). The negative perceptions of the headship triggered destructive results within the lives of the staff both at work and in their lives outside school. This study produced results which stated teachers' misery the foremost proficient exploitation were being the most knowledgeable expert in teaching. Blase (2002) affirms that the writers guessed the management felt vulnerable by the improved teachers' curriculum information.

Morale attitudes and satisfaction are influenced by a teacher's state of mind around the job (Evans, 1997). In step with John Maxwell (2002), to labor healthy amongst other people, gives a better understanding of what stimulants improve the performance. Hence, it's becomes authoritative when heads realize the requirements of the educators and can do all it takes for their staff to feel safe and valued at work. It is the role of the headteacher to ensure motivation amongst learners and teachers (Thompson, 1996).

Koerner (1990) states in order to progress teachers should be with a great feeling of morale. Workers roles should be recognized and valued plus the job experience as they are allowed the chance to make choices on all matters at their workplace. Therefore, higher morale could be attained when the leadership style matches with the workers' requirements (Rowland, 2008). There's a relationship amongst retention and morale of teachers, and instruction (Lumpa et al 2000). Mgbodile (2004) described teacher to be the extreme talent in an education setting. Teachers act as facilitators which shoots achievement to fulfill the aim of school establishment reports. Teacher morale is vital to the realization of the aims in schools (Eboka 2016).

Teachers who perceived their headteacher being fair and consistent in line to the way the leader could treat teachers rate the college morale being greater than those who perceive the principals' being inconsistent within the handling of teachers (Kelly, 2005). School climate differs from morale due to the definition which states that school environment is an important idea of study. Scholars such as Miller (1981) argue that school environment is linked to morale of teachers.

Transactional leadership style is not associated with creativity; it guarantees workers' having clear knowledge of the roles and duties with providing solutions to specific goal. Transactional leadership used contingent reinforcement which is associated with positive perceptions whilst negatives used where the predicted conduct absent (Birasnav, 2014). Transactional leadership being a managerial style in the public institution, it happens where heads castigate the disciples' dependent on the suitability to the latter's conducts (Bass, 1985). Leaders explain the performance criteria and hence the outcome once the subordinate completes the duties. Additionally, such leader often provides assistance and direction when the followers' seem to be moving away from the goals. Piccolo (2004) asserts

that transactional leadership style is always associated with workers' job satisfaction and job performance.

Some leadership styles emphasis on most of the things in line with explicit and implicit contractual relationships mainly with the transactional leadership. Most employment projects are obviously predicted with circumstances under work, disciplinary code, and benefit structures. Workers labour as self-reliantly as they can from other fellow employees. Teamwork is based on consultations instead of resolving issues. Avolio et al (1993) affirms that less identification of the staff with the institution, mission, and vision as managers mainly are negotiators and resource allocators.

Trottier et al., (2008) says that transactional leadership relies mainly on interactions among the head and disciple during which subordinates are remunerated for fulfilling detailed objectives (Bass et al., 2003). The principal offers rewards and optimistic underpinning. Therefore, transactional leadership is most genuine because of the much pressure on fulfilling particular targets or objectives (Danger, 2007). Efficient transactional heads in a very position is able to acknowledge and remunerate subordinates' activities in an appropriate method. Followers of transactional leaders are assured of supervision on the idea of programmed principles without given a chance of independent thinking. Ineffective principals are always faced with a number of challenges since they do not take time to oversee the future problem whilst the efficient heads yield suitable achievement in an appropriate way (Bass, 2003).

Effect of Leadership Styles on Teachers' Morale

Leadership must be in line with desirability urging regulation, motivation, building assurance, stimulating, creating a viable work place and directing (UDOM, 2011). The above indicates the primary purpose of administration begins with ensuring interactive and collaborating strategies and ideas for followers. These administer; have a supervisory purpose for the followers, inculcating the followers on the mode required to function excellently and successfully. Leadership is seen as both a focused and public impact duties which contains allocation and issuing the headship functions in an institute (Nafukho et al., 2011).

The matter of sharing and distribution of duties and roles by the headteachers at schools increase staffs' morale and a sense of belongingness in any institution. The effect of good leadership may be ready during an institute it is situated. The effect may be recognized via various features such as determination to fulfil college aims, improved performance outcomes, excellence, proper utilization of resource, mutual care and team work (Goetsch et al., 2010). The importance of leadership styles intensifies in the sectors because of the thorough impacts on economic progress. The leaders with transactional leadership style try resolving matters before they happen.

The higher managing within an organization frequently circles the quality for commercial cultures through implementing of policies and interacting of employees. Enthusiastic, self-possessed attitudes from available higher managements' teams express an attitude of comfort and steadiness, hence ensuring organizations morale. Muted, unapproachable leader, on the other side encourages an environment of anxiety and suspicion which in turn reduce morale amongst the upper positions. Upper heads who offer mentoring, ongoing professional development and opportunities for improvement within the company usually possess a better staff with morale.

Workers major goal is having something better leading the organization to a greater level not simply going over the everyday routine. Staff which see a future with the organization stimulated by the high positions have a limited possibility of quitting and hence morale in place. Some kinds of leadership ensure a hands-on-approach of the managers. Bosses involved in company meetings, encourage brainstorming and advance relations with staff build a stronger feeling of morale at work. Therefore, in situations without association between the top and the followers, usually such work place is associated with a lower morale among the staff.

Decision making refers to a process of choosing an action from the many alternatives which is a vital duty in ensuring quality (Goetsch, et al., 2010). Regarding to decision making tactics, involves staff improving institute operations. In situations of principals operating collectively with followers to classify and bring solutions to challenges associated with instruction, such guide and assist leaders in establishing standard and goals. This helps instructors to place challenges amongst themselves through directing and shaping personal motivation. Decision making still ensures intermediate conflict resolution through understanding guidelines realistically, clarifying the helpfulness and rational consequence for not fulfilling them.

It should be in the minds teacher leaders and very obvious the fact that teachers have a great influence on learners' grades in any institute of learning. The headteachers have a secondary responsibility of ensuring students' success. Though school managements have a responsibility of ensuring better learning outcomes, it is limited. The teacher has a direct influence on students' progress in schools since they spend a greater time with learners' day-by-day. It is so important to influence a teacher in nurturing the child/student. Noonan (2008) asks that; is there a possibility of the headteacher to influence the activities and decisions

made by a teacher in a classroom with students? Thus suggests that clear communication and ensuring the trust of the teachers in the management enables in building schools.

Principals are vital in ensuring morale levels amongst staff. Teacher morale is absolutely influenced with the daily exchanges by learners, associates and administrators (Evans, 2001). The principals impact the morale of teachers therefore; impact the ways teachers connect with other teachers, parents, and scholars (Whittaker, 1999). Actually, morale differs from person to person or from individual to individual, the impact that a headteacher has in stimulating teacher morale should not be undermined.

Finnigan et al, (2007) asserts that day by day, teachers in the profession are faced with burdens that negatively impact levels of morale in colleges. Robinson (2016) in his research cited that teachers are no longer given opportunity to only deliver content in their subject specialties. In many schools, teachers have a responsibility to accomplish a number of additional duties for example; special education instructing, a person to deal with psychology, public relations expert, secretarial work, and even physicians. Some teachers see these roles as devastating since it is an addition to the teaching with all the high expectations with performance thus affecting teacher morale.

Miller (1981) says that teachers with a high morale often participate freely in extracurricular activities, for example; teacher building workshops, PTA, and teacher-parent meetings. Morale is referred to as the attitudes employees possess towards the jobs basing on their perception in the institution and the degree to which the company satisfies the desires and requirements of how teachers see themselves at the work place basing on whether their needs are met. Still teachers are not happy at jobs where their works are not valued such as limited support from the administration, inadequate resources which affects their efficiency in schools. When the above happens, morale amongst teachers diminishes.

Ford (2012) during the research on teacher personal awareness and learner motivation came up with results that managers and superiors who continually struggle to ensure teacher morale benefit from improved student performance, improved teacher effectiveness hence ensuring a suitable workplace. Thornton and Daugherty (2005) enlighten that when a teacher perceives the headteachers' leadership style as unreliable, teacher morale suffers. Ladd (2009) contends that job satisfaction among teachers and extensions of teacher morale will be affected by employment circumstances as well as leadership styles. Another study was done by Evans and Johnson (1990) that consisted of primary and secondary school tutors. These researchers got contradictory reactions which made it hard for them to rate headteacher conduct and teacher morale. They concluded that principal leadership at a lower level affects stress level of teachers hence negatively affecting teacher morale. Leadership is among the many factors that affect the working situation. Teacher morale isn't vital in administration and affirms that the headteacher has a primary role in ensuring positive teacher morale (Washington and Watson 1976).

Researchers later on explained the mood of a teacher having a morale which is positive saying that these always have the urge to stay at school, concerned about the programs of the school, actively get engaged in school activities, willingly perform additional duties, excited of the fact that they are teachers, and engage in activities that boost the relations between the school and the community. Heads with the affiliative style of leading know the worth of individuals plus their emotions placing little attention to accomplishment of duties and aims of the schools. Leaders with this type of leadership are good at building group significance through endeavouring to create happiness amongst the teachers. The affiliative style of leadership has got a limited effect on performance though possess a positive effect on teacher morale.

Research Gap

The study has reviewed literature from the different sources and found out that most of the studies done were international mainly in the states (USA) with few local ones mainly on the African continent in countries for example Rwanda and Zambia creating the gap. The few studies done locally targeted a limited population which brings in the gap thus the study is to address the study in the locality of Wakiso District. Most of the studies done targeted the usual leadership styles for example Autocratic, Democratic, Laissez-faire and transformational with mine bringing in place other contemporary styles to bridge the gap that exists in the literature and brings out more information of how they effect on teachers' morale. Many studies done on morale were done in the business department such as the one done from UWEC by the student of the University of Kisubi with limited ones in the Education field causing the gap in the literature reviewed. Most studies have been relating leadership styles to performance, job satisfaction and teacher retention leaving out the morale mainly with the teachers'. Most studies were done amongst primary schools creating the gap in the secondary section thus need to study about the head teachers' leadership styles and their effect on teachers' morale in secondary schools.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter presents the methods that were used in the process of carrying out research so as to yield correct and important information for the study. It includes the research design, area of study, study population, sample size and selection, sampling procedures, data collection tools, research methods, data sources, ethical considerations, data processing and analysis and anticipated problems.

Research Design

Gesa (2005) defines a research design as a plan or an approach of attaining data for a certain research. Paulin (2005) defines it as a strategy of what data to collect from whom, how and when data collection should be done as well as the way of analyzing data got from the field. The study employed a Cross- Sectional research design. It was due to the fact that the researcher was interested in measuring the outcome/effect of the independent variable (headteachers leadership styles) on dependent variable (effect on teachers' morale) in selected secondary schools in Wakiso district. And the study basically employed both quantitative and qualitative research approaches.

Study Population

Oppenheim (1996) describes population as which people or individuals the researcher is interested in, the persons whom the researcher wishes the findings of the research to be addressed to. The population of the study constituted long serving teachers, Director of Studies and Deputy Headteachers of secondary schools in Wakiso district. The district has 320 secondary schools both Government and Private which seem to be directly affected by head teacher's leadership styles and their effect on teachers' morale. The research constituted

of a population of 40 participants with 25 teachers, 10 Directors of Studies and 05 Deputy Headteachers.

Sample Size

Gesa (2015) defined a sample as a collection of subset essentials of the population. A section of long serving teachers, Directors of Studies and Deputy Headteachers were used in the study of the selected secondary schools in Wakiso district. In order to choose the target schools from the 320 schools in the district, the researcher selected a few schools. Out of the 320 schools, 05 schools were sampled mainly those that had been in existence for 20-25 years. This was got from two groups that is to say; government and private schools, schools mixed both day and boarding in the district using stratified random sampling strategy. Stratified random sampling technique involves using understanding of the people to be involved in the study to intensify the representative of a sample of a given size or to get an equal volume of information for a small sample (Amin, 2005).

Deputy Headteachers and Directors of Studies were selected using the Purposive Sampling technique. This was so because of the offices that they held which in most cases put them close to the headteachers and interact often. Therefore, Deputy Head teachers and Directors of Studies helped in providing results for the study. Teachers were selected randomly using the simple random technique mainly the long serving teacher i.e. persons who have stayed in schools for five (05) years and more were used in the study. During the sampling, it was found out that in most schools the long serving teachers were 7 to 12 from which samples were taken. Respondents were required to describe headteachers' skills and abilities to lead following the school goals, mission, vision and objectives as well as in relation to teachers' morale. The technique enabled equal representation of gender in the sample. 22 teachers, 09 Director of Studies and 05 Deputy Headteachers were sampled for the study; 05 schools were sampled, Government 03 and Private 02 all day and boarding

schools. More weight was given to the government schools because the district consists of more government than private schools.

Sampling Techniques

Gesa (2015) defines sampling as the process of choosing participants from a population in such a way that the sample selected can represent the population. Stratified random sampling technique involves the arrangement of subjects according to their subgroups then the researcher selects participants randomly from the group (Frankel, 2000). This procedure was used when choosing the schools where the researcher grouped them to identify the ones to be used in the study.

Simple random sampling method is rotary method which gives all members equal chance of engaging in the study. Teachers were given an identification number to help avail the necessary information about the study. Purposive sampling is the process of deliberately selecting respondents basing on the capacity to describe particular themes, concepts or phenomenon. Purposive sampling is good at selecting persons within the samples of the study problem by virtue of the positions they hold in an institute or connected particular features one has that is important for the study (Amin, 2005).

In choosing the sample size, the researcher used the population. The research was determined according to the Small Sample Technique by Krejcie and Morgan (1970) approach from the accessible population of 40.

N=40

Sample Size

$$S = \frac{NP(P)(1-P)}{NP - 1(B|C)2 + 1 - P(P)}$$

Where S= Sample

NP= Population

P= Population Proportion Yielding the Maximum Sample Size=50% (0.5)

B= Sampling Error of 5% = 0.05

C= Level of Confidence = 1.96

Therefore;

$$\begin{aligned} S &= \frac{40(0.5)(1-0.5)}{40-1(0.05/1.96)^2+1-0.5(0.5)} \\ &= \frac{40.025}{39 \times 0.00065 + 0.25} \\ &= \frac{40 \times 0.25}{0.27535} \\ &= \frac{10}{0.27535} \\ &= \underline{36} \end{aligned}$$

Therefore sample size = **36**.

Kish (1965) indicates that the minimum sample size for social research should be 30-200.

Sampling Frame

Table 3.1: Sampling Frame

Category of Respondents	Population(N)	Sample Size(n)	Sampling Technique
Teachers	25	22	Simple Random Sampling
Director of Studies	10	09	Purposive Sampling
Deputy Headteacher	05	05	Purposive Sampling
Total	40	36	

Source: Primary Data (2021)

Below are the calculations for the sample for each respondent category;

Sample size = $S/N \times C.P$

Teachers= $36/40 \times 25 = 22$

DOS = $36/40 \times 10 = 09$

DH/T= $36/40 \times 05 = 05$

S= Sample Size

N= Population

C.P= Category of Respondent

Sample size was 36 as indicated above.

Data sources

The researcher used data from both primary and secondary sources.

Primary sources

Primary sources included data obtained from respondents in the field. The study mainly used interviews, Focus Group Discussion, and questionnaires to obtain primary data. Questionnaires were developed by the researcher and administered to the participants who responded to items in writing. Interviews and Focus Group Discussion were also used to get information for the study face to face between the researcher who is the interviewer and the participant who is the interviewee. The purpose was to collect enough data to supplement and ensure consistency in regard to questionnaires.

Secondary sources

Secondary sources are second-hand information and were obtained from a review of documents such as teachers' register books on arrival, teachers' files and departure and roll calling and requisitions. The researcher analyzed these documents in order to study past events and issues from sole source and consequently compare the collected primary data with the secondary data for better results for the study.

Data Collection Instruments

Instruments in research are methods that a researcher employs to collect the data required for the study to make it easy for the researcher to collect information (Schmidt, 2003). A combination of data procedures were used to collect relevant data from the respondents. These included: self- administered questionnaires, Focus Group Discussion questions, and an interview guide. The purpose of using the different procedures was to check the correctness of the information provided by different sources and methods.

Questionnaire

Gesa (2015) defines questionnaire as a form containing interrelated questions, which the researcher has prepared about the study under survey basing on the research objectives. Questionnaire was used as an instrument in this study. This instrument had 5 parts. The questionnaire consisted of check-list question and five point Likert scale which was divided into 5 parts. The first part of the questionnaire was the demographic information of the respondents. The second part of the questionnaire had questions on bureaucratic leadership style. In the third part of the questionnaire were the items on transactional, and part four covered affiliative type of leadership style; Lastly, part five is the dependent variable check list (i.e., teachers' morale).

Formulating Research Instrument

The following steps were taken in formulating the questionnaire

1. Clearly having a better knowledge of the study conceptual framework.
2. Brain storming the research questions.
3. Classified problems.
4. Choosing the applicable questions and arranging them sequentially.

The questionnaire collected information of the third research question.

Interview Guide

Interview is defined as a verbal list of questions that involves the interviewer gathering information through face to face interactions with respondents (Gesa, 2015). The segment of participants alleged to have the facts was selected and interviewed. The instrument was used to collect qualitative data. The method is flexible and it gives room to

the investigator to creatively modify the items used during the interviews which intensifies the chances of the investigator's bias which affects the conclusions drawn from the interviews and clarification in depth from both the interviewee and interviewer in case they may not have understood the question or answer respectively (Opie, 2004). It collected information of the first and second research questions.

Focus Group Discussion

Gesa (2015) defines a focus group as a collection of individuals that gathers people from the same backgrounds and experiences to deal with and discuss issues of interest to the researcher. This method mainly applied to teachers who were grouped into four (4) persons per group and encouraged to talk and brainstorm about the headteachers' leadership styles and their effect on teachers' morale. The method consisted of five groups to derive to the findings of the study. The researcher internalized and examined the different views to establish a common ground for the study. It collected information of the first and second research questions.

Data Quality Control

Validity of the Instruments

Validity is the extent to which a test measures what it is required to measure and subsequently allows the interpreting of results appropriately (Nitko, 1996). In order to test and increase the content validity of the items used in the survey, the researcher availed drafts to (02) director of studies, (03) deputies and (02) teachers who were not selected in the study to review them before the actual data collection to look at each item and check on language clarity, relevancy, comprehensiveness of content and length of the questionnaire. They were requested to look at each of the items and decide whether it is. 1- Not relevant, 2- Somewhat

relevant, 3- Quite relevant or 4- Very relevant. Thereafter, the researcher made adjustments in line to the views brought up following the advice of the supervisor. Questionnaire was then pre-tested to determine its ability to collect the required data and a review made to determine its validity. The researcher then put the items in 2 categories with 1 and 2 in one category and 3 and 4 in another category. The researcher calculated the Content Validity Index (CVI) using the formula illustrated:-

$$CVI = \frac{\textit{Items rated quite relevant by both rates (3 or 4)}}{\textit{Total number of questions in the instrument}} \times 100$$

$$CVI = \frac{23}{33} \times 100$$

$$CVI = 70\%$$

The instrument was confirmed valid since its calculated CVIs equaled to 0.7. Amin (2005) noted that the accepted range is 0.75-1, therefore taking the above index; the instrument is suitable for data collection.

Reliability of the Instruments

According to Gesa (2015), reliability is the extent to which an instrument dependably measures whatever it is measuring. In order to establish the reliability of the instrument, the researcher conducted a pre-test study of research instrument. Collected responses from ten respondents were analyzed to determine the inter-item reliability co-efficient so as to determine reliability of instruments. With the results from the trial study, the reliability of the instrument was calculated using SPSS reliability statistical procedure. The reliability index stood as 70%.

Procedure of Data Collection

An introductory letter was obtained from the office of Graduate Studies and Research University of Kisubi to enable the researcher seek permission from the relevant authorities including the Chief Administrative Officer, Education Department of Wakiso

District and the Head teachers of the secondary schools that are to be used in the study. After obtaining the relevant permission to administer the instrument, the researcher went to the selected secondary schools to collect data without interruptions. The researcher obtained initial contact with the participants to clarify the objective of the research. While conducting the interviews, the researcher took notes.

Data Analysis and the Statistics Used in Data Analysis

The data of this study was analyzed by computer through package software (SPSS: Statistical Package for Social Sciences) as follows : the demographic background information of the respondents was analyzed and presented using descriptive statistics in form of Frequency and Percentage. The information of teachers’ perceptions towards their headteachers’ leadership styles was ranged and presented using descriptive statistics in form of Mean (*M*) and Standard Deviation (*SD*). Additionally, the data of the teachers’ morale regressed with the different leadership styles was analyzed and presented using multiple regression analysis.

Multiple regression analysis was used to establish the effect and magnitude between teachers’ morale (dependent variable) and leadership styles (independent variable). This analysis was based on the model specified as follows:

SP = *f* (bureaucratic leadership style), (transactional leadership style), (affiliative leadership style),

Thus, the model $SP = \alpha + \beta IC + \varepsilon \dots\dots\dots 1$

$$SP = \alpha + \beta 1B + \varepsilon \dots\dots\dots 2$$

$$SP = \alpha + \beta IE + \varepsilon \dots\dots\dots 3$$

Where, TM– Teacher Morale, α – Constant (Autonomous Morale), C – Leadership styles, B leadership styles, and E leadership styles. $\beta_1.. \beta_3$ – Coefficients of

Research Ethical Considerations

Ethical considerations in research involve being fair, honest, open to intent, disclosing of approaches, confidential, guarantee, voluntarily and with an informed consent (Leedy, 1997). Information that was obtained from the research was handled with a lot of privacy and confidentiality so that participants in the study are not exposed by asking them to write down their names. Codes were used instead of the participants' initials which codes are not in any way related to the participants' name. Information was only to be used for research and never to be exposed out for any reason and information got from the field was stored electronically separate from anything that might identify the participant. The participant was free to join in research and also free to withdraw from the research, therefore, a participant made his/her own decision about whether to participate or not. Thus the researcher provided information about the purpose of the study, methods to be used in the study, benefits and also risks associated requiring the respondents to voluntarily participate.

Limitations of the Study

The research was limited in the data collection methods mainly with the interviews since respondents did not have enough time to promptly respond to the questions. This was because of the season associated with the pandemic and most of the concentration was on academics. The researcher explained to the respondents about the confidentiality that was to be given to the information got from the participant. Still the research was limited with little knowledge of the leadership styles used in the study since respondents had limited information of what exactly the used styles meant and how respondents can tell that is the leadership style used by the headteacher of a respective school. The researcher went ahead and explained with giving a clear context of the leadership styles such that respondents

understand what the leadership styles mean and comparing to what the headteachers used in schools. The research was also limited with teachers' negativity in answering the questions as the topic seems sensitive and staff's fear of losing jobs. The researcher made appointments with the respondents and met in the most convenient time such as on Weekends as well as being patient when it came to getting questionnaires from the field.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter includes presentation, analysis, and interpretation of findings based on the specific objectives of the study and is stretched starting from the introduction. This chapter comprises the views of respondents in the focus group discussion with teachers, interviews with the Deputy Headteachers and Director of Studies plus the self-administered questionnaires. The presentation of the research findings is guided following the research objectives.

Research Findings

Background Information

The sample was 36 but 33 is indicated below as the three never returned the questionnaires and the researcher was not aware whether they responded or not by the time of data analysis.

Table 4.1 Gender of the Respondents

Gender	Number	Percentage (%)
Female	11	33
Male	22	67
Total	33	100

Source: Fieldwork 2021

The study was conducted and it involved both the male and female. The table shows that most of the participants were contributing of 67% out of the 33 and the females were 33%. This could be attributed to the fact that in most schools most leadership positions are entrusted to the male.

Table 4.2: Working Experience in School (Years)

Experience	Number	Percentage (%)
0-4	10	30
5-9	21	64
10-14	02	06
14&above	00	00
Total	33	100

Source: Fieldwork, 2021

According to the findings, most of the participants in school are those who have been in the school for a period of (5-9) years followed by those between (0-4) years. This is so because the largest population of the participants were teachers and according to the study these should have stayed in the school with the headteacher for more than five (05) years and these could give a clear picture of the leadership styles used by the head teachers since they have stayed with them for a long period of time.

Table 1.3: Education Level

Level	Number	Percentage (%)
UACE	01	03
Diploma	06	18
Degree	18	55
Masters	08	24
PHD	00	00
Total	33	100

Source: Fieldwork, 2021

Table 4 shows the level of education of the participants and it indicates that most of the respondents had a degree with 55% followed by some of the administrators and a few teachers who has a masters with 24% with no one holding a PHD. 18% of the teachers had a diploma and 03% with UACE as the education level. With the level of education, the respondents could understand very well when explained to what the terms (Bureaucratic, Transactional, Affiliative and Teachers' morale) meant hence supporting the study with the necessary information.

Table 4.4: Employment Status

Status	Number	Percentage
Permanent	18	55
Part time	12	36
Temporary	03	09
Total	33	100

Source: Fieldwork, 2021

The table indicates that most of the respondents were permanent employees at work with a percentage of 55% and this is attributed to the fact that they spend enough time with the headteacher and can easily tell of the leadership style exhibited. This was followed by part time with 36% and then temporary 09%. Permanent workers have enough time to spend with the headteachers due to their regularity in the school premises enabling them to understand their headteachers better.

Objective One: Most Used Leadership Style by Headteachers in Selected Secondary Schools in Wakiso District

To establish the most used leadership style by headteachers in selected secondary schools in Wakiso District, the researcher subjected respondents to various questions during focus group discussions. The results discussed below are;

Teachers' Responses

Teachers from each selected school participated in the study and the responses were obtained as follows;

Table 4.5 teachers who participated in FGD

School	Number of Participants	Dominated Leadership Style
A	04	Transactional
B	04	Transactional
C	05	Bureaucratic
D	05	Transactional
E	04	Bureaucratic
Total	22	

Source: Fieldwork, 2021

The study had four to five teachers that were involved in the focus group discussion from each school. Teachers had various responses on the leadership styles used. What came out strongly from the teachers involved in the study was that the most used leadership style was Transactional leadership style. However teachers from schools C and E indicated that their headteachers were more of bureaucratic leadership style. Their conclusions were based on the headteachers' way of management of teachers in schools.

For example; a teacher from school E said

Headteacher decides on his own and later force their decisions on teachers bringing in conflicts with failure to abide or comply. In most cases such decisions are hard to fulfill in line with the resources that the school provides though the leader feels they can be accomplished and more so in the limited time possible and the headteacher does not change anything therefore being the duty of the teacher to stress out so hard to adapt to the decisions made i.e. Our boss does not base on ground when coming up with decisions rather follows rules that is to say; if students are supposed to be in class by 7:30, no matter the circumstances he expects it to be and that is him (key informant, 2021).

Another teacher said

Our head teacher says; you either fit in the school and all its activities or leave. The school cannot adjust its programs for one particular person; therefore it is the responsibility of someone to fit his or her programs within those of the school i.e. the school policies are clear on what you are expected to do nothing can be adjusted more so for one individual (key informant, 2021).

Teachers from schools A, B and D said that their headteachers used more of transactional leadership style. This was based on the characteristics headteachers showed when carrying out management activities

Headteacher attributes the success of the school to everyone in the school that is to say; he puts a lot of efforts in team building. In the communications 'we' is commonly used referring to the whole group whether issues of positives or negatives (key informant, 2021).

Teacher from school D said;

Headteacher is aware of my performance and keeps track of mistakes which he corrects when invited in his office. Our leader does continuous reports about teachers' performance and before judging or jumping to a conclusion he tries to find out the possible cause and maybe what can be done for the issue to be resolved (key informant, 2021).

However, none of the teachers said that the headteacher used affiliative despite it being one of the leadership styles used in the study

Director of Studies and Deputy Headteachers' Responses

Director of studies and deputy headteachers were subjected to interviews on the leadership style most used in Wakiso district

Table 4.6 Number of DOS and D/HT

School	DOS	DH/T
A	01	01
B	02	01
C	02	01
D	02	01
E	02	01
Total	09	05

Source: Fieldwork, 2021

The study had 15 respondents, 10 Director of Studies and 05 Deputy Headteachers. Deputy Head teachers' and Director of Studies from schools B and C said that there head teachers were Bureaucratic

One Director of Studies lamented;

The headteacher set rules considering rights and duties of teachers.

Putting into mind the objectives of the school, the head teacher does whatever possible thing to set rules that benefit the teacher but as well suit in the process to help in the smooth running of the school and all its activities (key informant, 2021).

Deputy said

Promotion to any level in this school is based on expertise nothing else.

The school considers so much expertise in line with experience in

appointing duties to individuals and if you are to look at most of the class teachers, these are people who have been in the school for an extensive period of time. The school administrators believe these are people who have a clear picture of the school and are aware of the daily works done in the school. Favoritism is something our headteacher does not depend on in giving roles and positions to staff. Most of the staff is former students but all treated equal no matter what circumstances around (key informant, 2021).

Deputy Headteacher from schools A, D and E said that their head teachers employed a Transactional leadership style as one said;

Headteacher clearly outlines what he expects from his team and also lead the School according to where he sees the school in the future. He often reminds all the members of the school about the vision and mission of the school. When communicating to the teachers; our headteacher explains his expectations from the staff in the set period of time. This makes me feel bad since I do what my role description tells me and nothing more since I am demotivated by the fact that I only do what am told to by the head (key informant, 2021).

Objective Two: Teachers' Perceptions towards Their Headteachers' Leadership Styles in Selected Secondary Schools in Wakiso District

All the participants involved in the study were inquired (interviewed) about how they perceived the headteachers' leadership styles and responded with such statements:

Uncomfortability. Teachers seem not to be comfortable with headteachers who are always near them and walking around. They see them as people who do not give space for innovation in the leadership activities assigned to them such as the Director of Studies and the Deputy Headteacher. Headteachers cause tension in schools and teachers often feel timid when headteachers are around them all the time.

I am uncomfortable with my headteachers leadership style since he is ever near us not giving time for creativity. Though he has the right/correct picture of the situation in school and where he wants to see it in the near future but then he over supervises (Key informant, 2021)

Insecurity. Teachers who are proficient with the curriculum and those who have stayed in the schools for a long period feel insecure as they perceive headteachers' leadership styles as being rigid. They say headteachers feel threatened for the position they hold and see long- serving teachers as a threat to the offices.

In our school, selection to any position depends on how diligently you do your work. Now for people like me who have spent some good time here and students perform well in my subject, headteachers always have a negative

bias towards us i.e., they are insecure expecting us to be promoted which in fact is not our aim; for us we are just looking for money (Key informant, 2021).

Influencing. Teachers perceive headteachers' leadership styles as that which motivate them in issues concerning only professional needs leaving out personal issues that may still affect their morale when executing duties and roles assigned at school. They prefer heads who give them space to do a particular issue and then come in later which they referred to as;

Give us space to express what we can do or bring out something and then come in; 'allow space for creativity (Key informant, 2021).

For these private schools we work for, it is only academic performance. Anything beyond that say personal it is not a matter to them as long as you are in class to produce results for them 'falling sick or your wife if not child, whether your close family member is prohibited in this school (Key informant, 2021).'

You know it is very good for someone to assign you work and then he or she comes in later to supervise what you are doing or what you have done so far. Some of these heads take us as students whom they have to keep supervising every time; personally am not okay with it.

The most challenging time was when I used to stay in staff quarters and

the headteacher came to my door on a public holiday to inquire about the missing marks of a particular student: yes I could understand he was doing his job but the act disorganized me so much that I left the place and started renting outside (Key informant, 2021).

Consistent/inconsistent. Some teachers perceive their headteachers leadership styles as the one without favoritism since any duties, positions, and responsibilities given out are done depending on competence and expertise which boosts their morale to work harder. Still, some teachers say that their leaders only give responsibilities to those whom they know as someone said “most of the big offices in this school are given to the old students. *It is very hard to be availed any office in this school unless you are an old student*”.

Favoritism is something our headteacher does not depend on in giving roles and positions to staff. Most of the staff is former students but we are all treated equal no matter what circumstances around

Conducive. Some teachers perceive the leadership styles of the headteachers as one that gives a conducive environment for teachers to do their work. Headteachers allow teachers to perform duties as teams for efficiency and effectiveness. Such headteachers provide positive and constructive feedback to the teachers as well as requirements to meet the professional needs at work.

Our head teacher is good that he clearly explains what he expects from the team and rewards are given to those who perform better. Our head teacher trains teachers in roles and expectations from them to the school.

The headteacher set rules considering rights and duties of teachers.

Putting into mind the objectives of the school, the head teacher does whatever possible thing to set rules that benefit the teacher but as well suit in the process to help in the smooth running of the school and all its activities (key informant, 2021).

Objective. Teachers recognize the headteachers' leadership styles as one where a person leads depending on set targets either by the whole school governing body or himself. He leads the school depending on where he sees the school in the future since he has a right picture of what and how he sees the situation of the school in the future.

My headteacher is objective since am sure he has the right/ correct picture of the situation in school and when he wants to see it in the near future. He is open to objective and constructive ideas from teachers; he gives a listening ear and concerns pertaining the progress of the school. In doing this, he is very observant and careful about what teachers tell him. Though he listens, one thing am sure our headteacher doesn't like is rumour mongering amongst teachers and if you take words to him on a certain teacher, he can either chase you out of his office or make himself busy not to attend to you

The headteacher set

rules considering rights and duties of teachers. Putting into mind the objectives of the school, the head teacher does whatever possible thing to set rules that benefit the teacher but as well suit in the process to help in the smooth running of the school and all its activities (key informant, 2021).

Encouraging. Teachers perceive headteachers' leadership style as encouraging since the leader emphasizes seeing all the team members motivated. He has a listening ear to most of the challenges in the school and wants to create the togetherness to be exhibited in all the activities of the school. But in doing all this, he still puts first the vision, mission, objectives as well as the set standards on which the school is to operate. The headteacher leads the school in line with the norms of the school which sometimes is either positive or leaves out individuals who do not lie within that.

I am not everywhere and cannot be everywhere but dedication helps us as the team to fulfill the duties. I do my work and expect you to do the assigned duties too. Headteacher often says "I only want to appear as the last person on something pending or where a solution has not been got. Most of you force me (headteacher) out of my office to come and be on your necks which is not my wish. We just have to work as a team and remain dedicated fully to our jobs for the best of the organization. I am here today and tomorrow am going away but what of you". This encourages us as the teaching and non-teaching staff to

committedly perform our duties The headteacher set rules considering rights and duties of teachers. Putting into mind the objectives of the school, the headteacher does whatever possible thing to set rules that benefit the teacher but as well suit in the process to help in the smooth running of the school and all its activities (key informant, 2021).

Stimulating. Teachers perceived the headteachers' style as stimulating since the Headteacher does the work timely and promptly so as a leader he expects the teachers also to do the assigned duties too perfectly. The headteacher has a policy of dedication and often says;

“I am not everywhere since I can't be there all the time but hoping for the best since I have assigned people responsibilities to fulfill such duties. You disrespect my people I have assigned the work means disrespecting the headteacher as the appointing officer which still means disrespecting the Board of Governors as the managing body of the institution”. To some of us who are always assigned these duties, there is a lot of joy and we are always inquisitive of learning something and gaining new experiences; this is real stimulating (key informant, 2021).

Perfection. Teachers perceived perfection with headteachers who give incentives to the teachers in exchange for the work well done. For example; prompt salaries, extra allowances in form of appreciation for any extra work done in the daily activities of the

school; Such as school days, receiving of reporting back students. Though some claim of little pay still satisfied that it is prompt and that gives them the morale to perform other duties for the school. Some leaders expect teachers to reach certain performance standards in the classroom in exchange for funding and in-turn teachers put a lot of pressure on students to stretch to the same performance.

Our salary is not friendly but at least we receive it in time. And the work load still is not much; good for effectiveness. When you look at what we receive here at School C, it seems little in amount if compared to what surrounding schools give more so those with the government. First of all the number of students in class 68 per stream is not something big, we only do monthly tests and marking of the books is by my own wish. And you see our headteacher here if the school has money any extra activity we do something is added as a token which is not a case somewhere else depending on what my friends in other schools tell me (key informant, 2021).

Stressful. Some teachers perceived their headteachers as stressful since these headteachers give them a lot of duties to perform in addition to the primary goal which is teaching. The headteachers expect them to deal with issues such as counseling and special services are given to the special needs students but some claim to have limited knowledge about such and it overburdens their work. Some feel special people should be employed for such activities and services to be provided to the students.

I do what my role description tells me and my headteacher has got a tendency of adding on other duties which in most cases are not paid for. And if you tell them to increase on the salary, they rather employ someone else. If you keep doing the work, you find the burden is much (key informant, 2021)..

Frustrating. Headteachers who decide on sensitive issues alone and force their decisions on teachers are perceived as frustrating since teachers feel that they should be fully involved mainly on pertinent issues that involve both the profession and personal life. This brings in conflicts with failure to abide. Some say headteachers do not make rules based on what is on the ground but rather use or follow the rule of the book i.e. making rules that do not fit with the situation at school. The teachers say this complicates their work.

Our boss does not base on ground when coming up with decisions rather

follow rules that is to say; if students are supposed to be in class

by 7:30, no matter the circumstances he expects it to be

and that is him

Undependable. Some teachers perceived the head teacher's leadership style as undependable as associated with poor financial management. The teacher goes on to explain this in a manner that when in the meetings, the headteacher promises teachers a certain amount of money as a way of assuring them to perform extensively their duties and then on paying they find a different amount on their accounts i.e., what they are paid is little as compared to what they are paid. Teachers get a negative picture of the headteacher.

When our boss wants you to accomplish something he can promise heaven;

I will even increase on your salary is often the first one, but then, when the

task is accomplished nothing is done; that became the order of the day and

we are used (key informant, 2021).

All in all, respondents perceive headteachers' leadership styles as; uncomfortable, insecure, encouraging, objective, conducive, consistent/inconsistent, stimulating, perfection, stressful, undependable and frustrating depending on the responses given during interviews.

In conclusion, the perceptions of the teachers were put under themes to clearly understand the emotions of the respondents. In the researcher's opinion, teachers feel the heads should lead the schools according to the opinions of everyone. And the headteachers have a lot to do when it comes to the morale of the teachers in the schools they lead since many of them are already demoralized by the fact that they are teachers depending on the external conversations they had with the researcher i.e., the profession is itself a burden to the professionals in it leaving a lot to be desired.

Objective Three: Outcome of transactional, affiliative and bureaucratic styles of leadership on teachers' morale in selected secondary schools in Wakiso district.

Testing Assumptions

Linearity. The scatter plot of the independent variables (leadership Styles) and the dependent variable (teachers' morale) indicates that the assumption of linearity is reasonable as leadership styles increases, teacher morale either increased or decreased as well. With a random display of points falling within absolute value of 2, a scatterplot of unstandardized residues against values of the independent variables provided evidence of linearity.

Normality. The assumption of normality was tested via examination of unstandardized residuals. Review of the S-W test for normality ($SW = .927$, $df = 10$, $p = .416$) and skewness (-.269) and kurtosis -1.369) statistics suggested that normality was reasonable assumption. The boxplot suggested a relatively normal distributional shape (with no outliers) of the residuals. The Q-Q plot and histogram suggested normality was reasonable.

Independence. A relatively random display of points in the scatterplot of studentized residual against values of the independent variable provided evidence of independence. The Durbin-Watson statistics was computed to evaluate independence of errors and was 1.287, which is considered acceptable. This suggests that assumption of independent errors has been met.

Homogeneity of variance. A variety of random display of points where spread of residuals appears fairly constant over the range of values of the independent variable (in the scatterplot of studentized residuals against values of the independent variable) provided evidence of homogeneity of variance.

Table 4.7: Descriptive Statistics of teachers' morale

	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
	16.6	4.66	10	31
	21.2	1.45	18	24
	16.7	3.15	12	28
	9.42	2.19	6	15

N = 33

Source: Fieldwork (2021)

As shown in Table 4.7, leadership styles ranged from 6 to 32, and the mean was 15.56 ($N = 33$). Thus, the styles of leading tended to be on average at the high end of the scale. The range was 11, the variance was 10.01, and the standard deviation was 3.16. From this, we can tell that the leadership styles tended to have some variation. Thus, despite a high average ($M = 15.56$, $SD = 3.16$), the morale tended to be low.

Table 4.8: Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642	.412	.351	3.76310

Source: Fieldwork (2021)

The coefficient of determination R^2 indicating the percent of how much of the total variance is explained by the independent variables which is 41.2%. This is interpreted as moderate effect size (Cohen, 1988). Being a moderate effect means that there are other variables other than the used leadership styles in the study that contribute to the remaining 58.8% which have an effect on teachers' morale. Unfortunately, these were not part of the study and the researcher wasn't interested in knowing them.

Table 4.9: Multiple Regression Analysis Showing Effects of Leadership Styles On Headteachers' Morale

Model		Coefficients ^a			T	Sig.
		Unstandardized	Std. Error	Standardized		
		B		Beta		
1	(constant)	-2.496	10.50		-.237	.814
	Bc	.992	.384	.466	2.580	.015
	Tl	.487	.220	.329	2.219	.034
	Av	.075	.585	.023	.128	.899

a. Dependent Variable: tm

Source: Fieldwork (2021)

$F(3, 29) = 6.761, p < .0005$ which means that the regression model is a good fit for the data. A multiple regression was run to predict teachers' morale from leadership styles (i.e. Bureaucratic, Transactional and Affiliative). These variables statistically predicted teachers' morale $F(3, 29) = 6.761, p < .0005, R^2 .412$. Although bureaucratic and transactional styles of leadership statistically significantly predict teachers' morale ($p < .05$), affiliative style of management does not statistically significantly predict teachers' morale ($p > .05$).

All these variables added statistically significantly to the prediction, $P < .05$.

CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussions, conclusions and recommendations from the study findings. The study was to establish Headteachers' Leadership Styles and Their Effects on Teachers' Morale in Selected Secondary Schools in Wakiso District.

Summary of the Study Findings

In summary, the findings of the study for each objective were the most frequently used leadership style by headteachers in selected schools as identified in both the interviews and questionnaires was Transactional leadership style. Teachers have different perceptions on their headteachers' leadership styles which were both positive and negative depending and the effect of the headteachers' leadership styles was analyzed as a moderate effect since it stood at 41.2% which means that they are other variables that were not part of the study that account for the remaining percentage.

Discussion of Study Findings

Objective One: Most Used Leadership Style by Headteachers in Selected Secondary Schools in Wakiso District

This objective was to identify the most used leadership style by headteachers in selected secondary schools. This study yielded results that were obtained from the senior teachers, Deputy Headteachers and Director of Studies after intensive interviews with each of the respondents/ participants in the study. The research findings identified Transactional leadership style as the most used style. This is in line with Taylor, (1994) as cited in Burns whose findings show that the most efficient and valuable style of leadership was transactional which realized lasting achievement and increased outcomes. Furthermore, the findings of the study match with Dinger et al (2007) argument that transactional leadership is extra

applicable because the main goal for the leadership style is ensuring and realizing certain aims or objectives in any organization.

Conversely, the study findings contradict with Brashen (2017) who did a study about Successful Instruction Leadership Styles in Education and the results of the research findings indicated that Transformational leadership style was the most used style. Still Khaleel (2019), also did a study and the results showed Transformational leadership style as the most used and effective style of leadership in education institutions. Another study done in Zambia, the results showed Democratic leadership style as the most used leadership style by headteachers.

In the researcher's opinion, most headteachers often use the reward performance i.e., punishments and rewards in the way they do their duties for example produce results and the headteacher will increase your salary as mainly witnessed at the release of the national results every year. This contributes to why the Transactional leadership style was identified as the most used leadership style by the respondents of the study and the research asserts to it (Transactional) as the most used style.

Objective Two: Teachers' Perceptions towards Their Headteachers' Leadership Styles in Selected Secondary Schools in Wakiso District

The objective was to ascertain the teachers' perceptions towards their headteachers leadership styles in selected secondary schools in Wakiso District. Teachers identified how they perceive the leadership styles of their headteachers in different schools. Different views came up and these were summarized under different themes which included uncomfortable, insecure, encouraging, conducive, stimulating, perfection, stressful, undependable and frustrating.

The study findings match with Blase (2002) who stated that principal actions alleged as negative for example stressful toward instructors produced results remarkably lesser value of training and a scarcity of learner commitment. Moreover, the research findings correspond with Blaise (2002) who did a study and the results stated the emotional state as paranoid, stressful, insecure, and fearful because of headteachers practices. The negative perceptions of the headship triggered destructive results within the lives of the staff both at work and in their lives outside school. This negative perception of the leadership caused harmful outcomes within the professional and private lives of staff.

Similarly, the results from Kelly (2005) whose study found out that teachers who perceived their headteacher as being fair and consistent in line with the way the leader could treat teachers rate the college morale being greater than those who perceive the principals' being inconsistent within the handling of teachers. Equally, the results of the present study are consistent with Bass (2003) whose study shows that ineffective principals are always faced with a number of challenges since they do not take time to oversee the future problem whilst the efficient heads yield suitable achievement in an appropriate way.

Conclusively, Koerner (1990) states that in order to progress; teachers should be with a great feeling of morale. Workers roles should be recognized and valued plus the job experience as they are allowed the chance to make choices on all matters at their workplace. Therefore, higher morale could be attained when the leadership style matches with the workers' requirements (Rowland, 2008).

Objective Three: Outcome of transactional, affiliative and bureaucratic styles of leadership on teachers' morale in selected secondary schools in Wakiso district.

The objective sought to determine the effect of headteachers' leadership styles on teachers' morale in selected secondary schools in Wakiso District. Data analysis revealed that all the leadership styles used in the study positively influence teachers' morale; however

Bureaucratic and Transactional leadership styles statistically significantly have an effect on teachers' morale though Affiliative leadership style is statistically non-significant in affecting teachers' morale. The study established a coefficient R^2 which was 41.2% (moderate effect) meaning that the independent variable (leadership styles) used in the study accounts for 41.2% variance in affecting the dependent variable (teachers' morale).

The research findings correspond with Makoha (2019) who did a study at Wildlife Education Centre Entebbe and the results showed a significant moderate positive relationship between Transactional leadership style and employee morale at UWEC ($r = .431$, $p < .000$). Likewise the study findings agree with the findings of Nikezie, et.al (2012) whose study established moderate positive co-relation between Transactional leadership style and employee morale. Furthermore, Yahaya et al (2016) stated that several other studies confirm the existence of a significant positive relationship between transactional leadership and employee morale.

In addition, the results of the study emphasize the findings of Bass (2008) who stated that the leader's conduct which is characterized by bureaucratic leadership style have positive effect on teachers' morale. Furthermore, Shoupe (2005) in his study said that Darrell (2004) did a study and came up with conclusions that transactional leaders pursued to stimulate workers through working to fulfilling their aims as individuals and benefits. This was to be done through concentrating on the completion of duties and dealings as an interchange for benefits that the followers wished for however yielded unfavorable relationship which established a low relationship between the leadership style and morale.

Another study conducted by Leithwood & Beatty (2008) that involved learners, studied transactional leadership as related to relations among learners and instructors. The results from the study indicated a positive moderate relationship data set that

influenced the effect of opportunity under leadership which is transactional for the development of a college success for the learners.

Conclusions

Transactional leadership style is the most used leadership style in the selected secondary schools in Wakiso District as per the study. Bureaucratic leadership style is the second used leadership style because of the element of hierarchy of authority and promotion based on expertise. The affiliative leadership style was also identified by a few as used by the headteachers. The Transactional leadership style was so much identified because of the element of reward performance which teachers say most headteachers apply in the selected secondary schools.

Teachers identified different perceptions on the leadership styles exhibited by their headteachers in the respective schools as explained in chapter four. These perceptions were both positive and negative on each leadership style acknowledged to be used by the leaders (headteachers). Each of these teachers had perception depending on their opinions and how headteachers carryout their duties in the respective schools.

Lastly, the findings identified that all the leadership styles used in the study had a positive effect on teachers' morale. The study established a 41.2% which implies a moderate effect the leadership styles (Bureaucratic, Transactional and Affiliative) have on teachers' morale.

Recommendations of the Study

The study recommends that headteachers leadership styles desired to be enriched by establishing capacity building workshops to intensify teachers' morale in secondary schools. The researcher also recommended the amalgamation of more leadership styles so as to ensure efficiency among headteachers. The researcher recommends that the

school leaders be aware of the styles against the level of teacher morale. The school leaders can be made aware by engaging them in capacity building workshops and doing refresher courses. This is so because the headteachers are aware which style best suits the teachers' morale and also help to improve on teachers' morale in how they attempt different activities.

Correspondingly, researcher recommends that decision makers utilize the findings of the study in analysing the perceptions teachers have towards the leadership styles used by the headteachers in executing duties. Therefore adopt suitable requirements desirable for appointment to headship of secondary schools. Still research findings provide awareness to the leadership style effective in secondary schools that may help teachers get to understand ways of supporting the head, mobilizing their team members in order to sustain, improve and increase school outcomes thus enhancing morale among teachers.

Congruently, the researcher recommends that the findings of the research are utilized in knowing the underlying effect leadership styles have towards enhancing teachers' morale. Therefore headteachers might adopt the styles when in need of establishing a moderate effect on teachers' morale. Results from the multiple regression indicated that the leadership styles are a good match for teacher morale and therefore policy makers may adapt the leadership styles anytime in case of need to increase teachers' morale.

Areas for Further Research

For further research, there is need to do a quantitative research in order to understand the magnitude of teacher morale in secondary schools. Future research would do a survey study that involves many schools. Furthermore, there is need for further studies on contemporary leadership styles that is to say; participative, coaching, transformational, and charismatic. There is need for a study about other variables other than leading styles that account for teachers' morale.

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APPENDICIES

Appendix 1: Questionnaire

I am a student at University of Kisubi pursuing a Masters of Art in Education Leadership and Management (MAED). I am carrying out an academic research about the Headteachers' Leadership Styles and their Effect on Teachers' Morale in Selected Secondary Schools in Wakiso District. You have been selected to give views in relation to the above. I kindly request you to provide me with information. This information will be treated with utmost confidentiality and only used for academic purposes. Results will help in ensuring effective leadership styles on teachers' morale for better education services in Wakiso District.

Section A: Background Information

(Please tick)

Gender of the respondent

Male Female

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

0-4 5-9 10-14 14 and above

Education Level

UACE Diploma Degree Masters PHD

Others specify _____

Employment status

Permanent	Part Time	Temporary
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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)

Bureaucratic Leadership

Item	1	2	3	4
Headteacher divides labor based on functional specialization				
The school has got a well-defined hierarchy of authority				
Headteacher follows a system of rules covering the rights and duties of teachers				
Headteacher practices systematic procedures for dealing with work situations				
Ensures that teachers follow procedures precisely				
Promotion and selection based on technical competence is applied in the school				

Transactional Leadership

Item	1	2	3	4
Headteacher provides assistance in exchange for their efforts				
Head teacher makes clear expectation on what is to				

be done				
Head teacher takes action before problems are chronic				
Head teacher tells us standards to carry out work				
Headteacher works out agreements with teachers about role expectations				
Headteacher 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				
Headteacher makes innovative suggestions in order to build the school effectively				

Affiliative Leadership

Item	1	2	3	4
Headteacher 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				
Headteacher 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				
Headteacher does not bother even though the staff goes astray				
Headteacher shies away from the responsibilities				
Headteacher follows the ideas of the teachers on				

particular issues				
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Teacher's Morale

Item	1	2	3	4
Teachers feel supported, valued and appreciated when carrying on their duties				
Teachers are provided with a safe working environment both physically and emotionally free from harassment				
All teachers are treated fairly and with respect				
Teachers have clearly defined duties to perform in school				
The school has a fair opportunity for teachers to air out grievances on whatever matter that arises				
The school engages teachers in wellness programs to encourage them to take a preventative approach to their health through activities like exercise and healthy feeding				
Teachers feel progressing in their career and developing their professional skills				
School creates specific training programs designed to equip teachers with the right skills for the next milestone				
The school provides all the necessary requirements to enable effective teaching				

Appendix 2: Interview Guide for Director of Studies and Deputy Head Teachers.

Dear respondent,

I am a student at University of Kisubi pursuing a Masters of Art in Education Leadership and Management (MAED). I am carrying out a research about the headteachers' leadership styles and their effect on teachers' morale of selected secondary schools in Wakiso District. I kindly request you to provide me with information. This information will be treated as confidential and only used for academic purposes.

Questions

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

Focus Group Discussion Guide for Teachers.

Questions

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

Appendix 3: Permission Letter to the Field.



UNIVERSITY OF KISUBI

(Formerly known as Kisubi Brothers University College)
In Virtue We Educate

10th March, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCING NAJJUMA DAMALI

I wish to introduce to you **Najjuma Damali (18MAEL031H)**. She is our student on the **Master of Arts in Education Leadership** programme that is being offered at the **University of Kisubi**.

She is carrying out a study on the topic: **“Headteachers’ Leadership Styles and their Effect on Teachers’ Morale in Selected Secondary Schools in Wakiso District”**

The purpose of this letter is to kindly request you to accord her such assistance as may be necessary to enable her access and obtain the data she might need for her study.

It is my hope that her findings will not only be useful for academic purposes but will also be of much benefit to the general public.

Thank you in advance.

Yours faithfully,


Dr. Ongodia Simon Peter
Director, School of Graduate Studies and Research