

Secondary Schools Headteachers' Management Styles and Teachers' Performance in Tororo  
District, Uganda

Emmanuel James Oketcho  
BU/ GS16/EDM/11



B. A. Phil. (Urbaniana University - Rome), PGDE (MUK), PGDHRM (UMI)

A Dissertation Submitted to the Department of Education, Faculty Science and Education,  
in Partial Fulfillment of the Requirements for the Award  
of the Degree of Master of Educational  
Leadership and Management of  
Busitema University

September 2018

**Declaration**

I, Emmanuel James Oketcho, hereby declare that this is my original work, and has not been, to the best of my knowledge, presented for any award in any other University or Institution of learning.

Signed: *Emmanuel James Oketcho* Date: 20<sup>th</sup>/09/2018

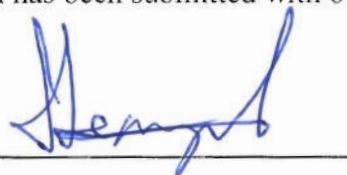
**EMMANUEL JAMES OKETCHO**



### Research Approval

This dissertation titled “Secondary *Schools Headteachers’ Management Styles and Teachers’ Performance in Tororo District*” was written by Emmanuel James Oketcho under our supervision has been submitted with our approval.

Signature



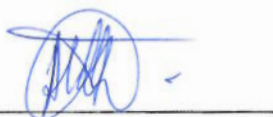
Date:

21/09/2018

Fredrick Sempala (PhD)

Supervisor

Signature



Date:

21/09/2018

Dennis Atibuni Zami (PhD)

Supervisor

## Dedication

In a special way, I wish to dedicate my work to five very special people in my life. First, to the memory of my late parents Philip Owino and Bodesita Alowo who made me the person I am today. They were wonderful parents and I will always appreciate the effort they invested in nurturing me and my siblings to greater heights.

I also dedicate my work to my children Faith and Hope, their names alone have been an inspiration for me throughout this course, the climax of which I have come to. Thank you for the magnitude of the meanings that your names held through this journey of thin and thick, this destination to which we are now here.

Finally to my wife Betty for her support throughout this journey of a successful story. I am humbled by all of you, in the footsteps of St. Augustine who said, "When good things come on your way you should not congratulate yourself but those through whom those things have come". I dearly congratulate you all.

### Acknowledgements

I wish to thank all people who supported my endeavours in the successful completion of this research study. In particular, I appreciate: Dr. Fredrick Ssempala, Dr. Dennis Atibuni Zami and Madam Margaret Stella Ujeyo Suubi who have done all what it takes to help climb to this top. Am humbled by your love to me.

To my little angels, Faith and Hope, your names have been my spiritual weapons through which this battle has been won. The confidence that with faith and hope I can make it, made me make it. You may not have understood me some days when I locked you out of my bed room and never tolerated any noise in the house, please forgive me. Am sorry if you felt unloved and were hurt, otherwise thank you for being wonderful children to me, you remain my Faith and Hope. My wife Betty thank you for being there for me.

I wish also to take this opportunity to thank Bustema University for nurturing me to this academic level. To my dear mentors; Dr. Olema, Dr. Ssekewu, Dr. Andama (Dean), Dr. Kawesi, Dr. Musisi, Dr. Ssempala, Dr. Atibuni, Madam Suubi, Mr. Wamakota and Mr. Elyenyu for in kindling in me the knowledge and skills that have empowered me to become a great teacher and administrator. I want all of my dearest lecturers to know that I have been referring to the knowledge and skills at my work place ever since I was privileged to learn from all of you. For that, I thank you all very much indeed.

I appreciate the cooperation of the staff and fellow classmates of Busitema University for the support you rendered to me. Thank you to all teachers and headteachers of Tororo District secondary schools for volunteering to offer your responses to me. To friends; Bro. Adolf, Kathy, Emma and Norbert for always being there for me.

## Table of Contents

Content	Page
<b>Declaration</b> .....	ii
<b>Research Approval</b> .....	iii
<b>Dedication</b> .....	iv
<b>Acknowledgements</b> .....	v
<b>List of Tables</b> .....	ix
<b>List of Figures</b> .....	x
<b>List of acronyms</b> .....	xi
<b>Abstract</b> .....	xii
<b>Chapter One: Introduction</b> .....	1
Overview.....	1
Background.....	1
Historical Perspective.....	1
Contextual Perspective.....	3
Theoretical Perspective.....	4
Conceptual Perspective.....	7
Problem Statement.....	8
The Purpose of the Study.....	9
The Objectives of the study.....	9
Research Questions.....	9
Hypotheses of the Study.....	9
Significance of the Study.....	10
Scope of the Study.....	10
The Conceptual Framework.....	11
Summary.....	12
<b>Chapter Two: Review of the Literature</b> .....	14
Introduction.....	14
Theoretical Review.....	14
The Headteachers' Managing Styles.....	18
The Levels of Teachers' Performance in Secondary Schools.....	22
The Relationship between the Headteachers' Management Styles and Teachers' Performance.....	25
Other Factors Affecting Teachers' Performance.....	30

Gap in Literature.....	31
<b>Chapter Three: Methodology.....</b>	<b>33</b>
Introduction.....	33
Philosophical debates.....	33
Research Design.....	33
Study Population.....	34
Sampling Techniques.....	35
Sample Size.....	36
Data Collection Methods and Instruments.....	36
Questionnaires.....	36
Interviews.....	37
Data Quality Control.....	37
Validity of the Instruments.....	37
Reliability of the Instruments.....	38
Data Collection Procedure.....	39
Ethical Considerations.....	39
Data management.....	39
Data Analysis.....	40
Summary.....	41
<b>Chapter Four: Data Presentation, Analysis and Interpretation.....</b>	<b>43</b>
Overview.....	43
Demographic Information.....	43
The Extent to which different Management Styles are Practiced by the Secondary School Headteachers in Tororo District.....	47
The Levels of Performance among Teachers of Secondary Schools in Tororo District.....	49
The Relationship between Headteachers' Management Styles and Teachers' Performance in Tororo District.....	53
Correlation between People Oriented Management Style and Teachers' Performance.....	53
Correlation between Task Oriented Management Style and Teachers' Performance.....	54
Other Factors Affecting Teachers' Performance in Tororo District.....	54
Teachers' Welfare Factors.....	54
Government policies.....	55
Infrastructural and Scholastic Factors.....	55
Environmental Factors.....	56

Teachers' Welfare Factors.....	56
Attitudinal Factors.....	57
Professional Factors.....	57
Summary.....	58
<b>Chapter Five: Discussion, Conclusions and Recommendations</b> .....	<b>62</b>
Overview.....	62
Discussions.....	62
The Extent to which Different Management Styles are Practiced by Secondary School Headteachers in Tororo District.....	62
The Levels of Performance among Teachers of Secondary Schools in Tororo District...	64
The Relationship between Headteachers' Management Styles and Teachers' Performance in Tororo District.....	66
Other Factors Affecting Teachers' Performance.....	67
Conclusions.....	69
Policy implications / Recommendations.....	70
Limitation of the Study.....	72
Areas for Further Research.....	72
<b>References</b> .....	<b>73</b>
<b>Appendices</b> .....	<b>88</b>
<b>Appendix A: Letter of introduction</b> .....	<b>88</b>
<b>Appendix B: Consent Form</b> .....	<b>89</b>
<b>Appendix C: Questionnaires for Secondary Schools Teachers</b> .....	<b>93</b>
<b>Appendix D: Questionnaire for Secondary School Headteachers</b> .....	<b>97</b>
<b>Appendix E: Data for Management Style Levels</b> .....	<b>101</b>
<b>Appendix G: Map showing Tororo District</b> .....	<b>103</b>



## List of Tables

Table 1: School Population, Category and Sample size in the three Counties of the Study .....	34
Table 2: Sampling Techniques and Sample Size of Study Population .....	35
Table 3: Demographic Characteristics of Respondents according to Different Attributes.....	44
Table 4: The Levels of Performance of Teachers by Bio Data in Tororo District.....	51
Table 5: Pearson Product Moment Correlation between Headteachers' Management Style and Teachers' Performance .....	53
Table 6: Thematically Grouped Non-management Styles that Affect Teachers' Performance .....	54

## List of Figures

Figure 1. Showing the Managerial Grid.....	6
Figure 2. The conceptual relationship between headteachers' management styles and teachers' performance.....	11
Figure 3. Showing management styles used by the headteachers in Tororo District.....	47

### List of acronyms

OECD	Organization for Economic Co-operation and Development
MoES	Ministry of Education and Sports
UPSS	Universal Public secondary schools
UCE	Uganda Certificate of Education
CMI	Chartered Managerial institute
ABAHE	Arab British Academy for Higher Education
UGX	Ugandan shillings
Gov't	Government
ESA	Education Standards Agency
MGQ	Managerial Grid Questionnaire
CVI	Content Validity Index
SPSS	Statistical Package for Social Scientists
ANOVA	Analysis of variance
Mgt.	Management

### Abstract

This study investigated the relationship between secondary school headteachers' management styles and teachers' performance in Tororo District in Uganda. A cross-sectional survey design was employed. A sample of 28 headteachers and 294 teachers were selected using stratified and simple random sampling techniques. The study was anchored on McGregor's Theory X and Y of managing people. Using two sets of structured questionnaires and one open question attached; the teachers completed Blake and Mouton (1964) Managerial Grid Questionnaires (MGQ) scale and the headteachers completed teachers' performance level Questionnaires scale. The study used mixed method. The results revealed that democratic management style was used by 21 (75.0%) of the headteachers, balanced oriented by 6 (21.43%), and laissez-faire by 1 (3.5%). While staff and task oriented management styles were never used. The results also revealed that there was generally a moderate level of performance among the secondary school teachers in Tororo District by 64.75%. The study further revealed low, statistically significant positive correlation between people (12.7%) and task (13.2%) oriented management styles and teachers' performance. The other factors that affected teachers' performance included Government policies, quality of infrastructure, environment, teachers' welfare, attitude and professional conduct. The study recommended concurrent use of democratic and authoritarian management styles. It further recommended that the schools put measures in place against other factors responsible for teachers' moderate performance.

The study of Akram (2014) aligns the history of teachers' performance back to Eric system era when the evaluation of teachers in teacher training on their performance started gaining familiarity. Since then employee performance has become a common phrase among management scholars, consultants and reformers, not only for public organizations but also for the private sector observed (Hilgers, 2010; Prasad, 2010).

Ministry of Education in Uganda has put in place quality assurance measures which include: the Directorate of Education Standards, District Education Officers, District Inspector of Schools, School Management Committees and annual teacher appraisal forms to ensure that teachers perform their assigned duties as educators.

According to Uche and Timinepere (2012), since the 1950's management scholars picked interest in studying management styles: "Burn and Stalker, identified Organic and mechanistic styles of management; Liker, classified four approaches of management that constituted a continuum of participative, paternalistic, exploitative and consultative management styles; Harbison and Myers classified management styles as autocratic, paternalistic, participative and Laissez-faire; Khandwala articulated ten dimensions of management styles that included: conservative, participative, bureaucratic, paternalistic, authoritarian, organic, entrepreneurial, visionary, professional and altruistic. Blandehard reduced management styles to four basic types that included; directing, supporting, coaching and delegating" (p.199 – 200).

Mircea and Delia (2008) identified apathetic, task oriented, staff-oriented, group-oriented and undetermined or balanced management styles that are being used by managers in course of their work, headteachers inclusive. Using Blake and Mounton managerial grid, to extreme ends they further categorized these management styles into three; people, task orientated and undetermined management styles. While the task oriented managers use task oriented management style, staff and

## References

- Abdikadir, F. L. (2013). School management: characteristics of effective principal. *Global Journal of Human Social Science, Linguistic & Education*, 13 (13), 1-5.
- Adeyemi, T. O. (2010). "Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria." Kenya. *Journal of Educational Administration and Policy Studies* 2(6), 83-91.
- Adeyemi, T.O., & E. T. Adu, T. E. (2013). Head Teachers' Leadership Styles' and Teachers Job Satisfaction in Primary Schools in Ekiti State, Nigeria. *International Journal of Academic Research in Economics and Management Sciences*, 2 (2), 1-11.
- Adina, N., & Medet, Y. (2012). Cultural tourism motivation - the Case of Romanian Youths. *Economic Science Series*, 21 (1), 548-553.
- Alford, H. (2011). *Designing and conducting survey research*. SMC office of institutional research, Santa Monica Collage.
- Ahimbisibwe, P. (2018, February 8), *List of top 'O' level schools per district*. The Daily Monitor. Retrieved from: [www.monitor.co.ug](http://www.monitor.co.ug)
- Akerele, S. A. (2007). *Principals' leadership styles and teachers' job performance in Lagos State public secondary schools*. Unpublished M. Ed Thesis, University of Ado-Ekiti, Nigeria.
- Akinyemi, A. (1993). *Job satisfaction among teachers in Ondo State secondary school*". *J. Educ. Leadership*, 29 (4), 10-22.
- Akram, M. J. (2014). *Factors affecting the performance of teachers at higher secondary level*. Unpublished MED thesis, Punjab, Agriculture University.
- Aina, O. O. (2014). Application of motivation theories in the construction industry. *Journal of Business and Management*, 16 (7), 01-06.

- Ali, A. S. M. (2014). *Management theory and practice*; New Delhi, NMIMS global access – school for continuing education.
- Amin, M. E. (2005). *Social science research: conception, methodology and analysis*. Kampala: Makerere University.
- Amin, M., Shah, R. U., Ayaz, M., & Atta, M. A. (2013). Teachers' job performance at secondary level in Khyber Pakhtunkhwa, Pakistan. *Gomal University Journal of Research*, 29 (2), 101-104.
- Andende, N. (2017). *Headteachers' leadership styles and teachers' morale in selected primary schools of Zambezi district in the North- Western province of Zambia*. Unpublished MED thesis, University of Zambia.
- Ateş, H., & Artuner, G. (2013). The importance of school management has been increasing in Student academic success, based on international exams. *International Journal on New Trends in Education and Their Implications*, 4 (3), 197- 202.
- Aunga, D. A. O., & Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review*, 4 (4), 42-52.
- Awan, A. G., & Asghar, I. (2014). Impact of employee job satisfaction on their performance; a case banking sector in Muzaffargarh district, Pakistan. *Global Journal of Human Resource Management*, 2 (4), 71-94.
- Bett, D. R., Wambugu, P. W., & Fedha, M. F. (2016). Selected head teachers leadership styles and their influence on pupils academic performance in primary schools in Kenya. *International Journal of Recent Research in Social Sciences and Humanities*, 3 (1), 272-28.

- Bizimana, B., & Orodho, A. J. (2014). Teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, Rwanda. *Journal of Education and Practice*, 5 (9), 111-122.
- Bizuneh, A. (2016). Factors that affect teachers' performance appraisal at Bahir Dar Polytechnic College. *International Journal of Emerging Trends in Science and Technology*, 03 (07), 4316-4323.
- Blake, R. R., & Mouton, J. S. (1964). *The managerial grid*. Houston: Gulf Publishing Company.
- Brown, M., & Owes, A. (2014). Influence of head teachers' management styles on teacher motivation in selected senior high schools in Sunyani. *International Journal of Learning, Teaching and Educational Research*, 4 (1), 61-75.
- Buble, M. (2015). Tendencies in evolution of 21st century management, 20 (Special issue), 1-17.
- Bush, T. (2007). Educational leadership and management: theory, policy, and practice. *South African Journal of Education*, 27 (3), 391-406.
- Butler-Kisber, L. (2010). *Qualitative inquiry: thematic, narrative and arts-informed perspectives*. London: SAGE.
- Campbell, A. B. (2014). *Understanding the teacher performance evaluation process from the perspective of Jamaican public school teachers*. Unpublished (PhD) thesis, University of Toronto, 1-256.
- Castro, G. R. (2016). Management styles and organizational productivity skills: an analysis. *European Journal of Research and Reflection in Educational Sciences*, 4(3), 2056-5852.
- Ch, A. H., Ahmad, S., Malik, M., & Batool, A. (2017). Principals' leadership styles and teachers' job satisfaction: A correlation study at secondary level. *Bulletin of Education and Research*, 39, (3), 45-56.



- Chartered Managerial Institute. (2015). *Understanding management and leadership styles*; Checklist 256.
- Cheloti, S. K. Obae, N., & Kanori, E. N. (2014). Principals 'management styles and students' unrest in public secondary schools in Nairobi County, Kenya. *Journal of Education and practice*, 5 (29), 29-39.
- Chepkonga, M. T., Ogoti, E., Jepkoech, T., & Momanyi, M. (2015). Influence of head teachers' democratic leadership style on students' academic performance in public secondary schools in Marakwet sub-county, Kenya. *International Journal of Multidisciplinary Research and Development*, 2, (7), 274-277.
- Creswell, W. J. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*, 4th Ed. SAGE Publications, California.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- Denning, S. (2010). *The Leader's Guide to Radical Management: Reinventing the Workplace for the 21st Century*. San Francisco, CA: Jossey-Bass.
- Detour, R. (2002). The learning-centered principal. *Educational Leadership*, 59 (8), 12-15.
- Dharejo, N., Baloch, M. N., Jariko, A. M., & Jhatial, A. A. (2017). People management at work place: applications of Theory X and Theory Y in public and private organizations sector in Hyderabad, Sindh, Pakistan. *European Journal of Business and Social Sciences*, 6 (02), 193 – 206.
- Ducker, P. F. (1986). *Management tasks, responsibilities, practices*. Truman Talley Books/ E.P. Dutton / New York.

- Edward, E., Lawler, III., & Suttle. (1973). Expectancy theory and job behavior. *Organizational behavior and performance*, 9, 484-503.
- Effere, P. (2005). *Management styles: A paper written for Trans-Atlantic College of teachers in Nigerian schools*. A publication of National Institute for Educational Planning and Administration (NIEPA), London.
- Ezeuwa, L. (2005). *Issues in Educational Management* Enugu - Hipuks Additional press.
- Enon, J. C. (1998). *Educational research, statistics and measurement*. Makerere University: Department of Distance Education.
- Fallatah, R. H. M., & Syed, J. (2018). *Employee motivation in Saudi Arabia. A critical review of Maslow's hierarchy of needs*.
- Farah, I. A. (2013). School management: characteristics of effective principal. *Global Journal of Human Social Science Linguistics & Education*. 13 (13), 1-5.
- Gabor, A., & Mahone, J. T. (2010). *Chester Barnard and the systems approach to nurturing organizations*. Retrieved from: [http://www.business.illinois.edu/Working\\_Papers/papers/10-0102.pdf](http://www.business.illinois.edu/Working_Papers/papers/10-0102.pdf)
- Gay L. R., Geodfrey, F. M., & Airasian, P. (2009), *Educational research: competencies for analysis and application*, (Ninth edition), New Jersey: Pearson.
- Gikunda, M. G., Nyagah, G., & Imonje, R. (2017). *Factors influencing teacher performance in the implementation of Geography curriculum in public secondary schools in Imenti South Sub County, Meru County Kenya*, University of Nairobi.
- Hermosilla, M. F., Anderson, S., & Mundy, K. (2014). *Education management and leadership: A Rapid Review of the Literature*. Ontario Institute for Studies in Education, University of Toronto.

- Hilgers, D. (2010). Management by performance evolution, Current Development and challenges of public performance management. *International Journal of Business Research*, 10 (45), 40 -51.
- Hirsch, E., & Emerick, S. (2007). *Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey*. Hillsborough, NC: Center for teaching quality. Retrieved June 22, 2007, from <http://www.teachingquality.org/pdfs/twncnc2006.pdf>
- Hosain, M. S. (2016). Teaching workload and performance: An empirical analysis on some selected private universities of Bangladesh. *International journal of English und Education*, 5, (3), 2278-4012.
- Hornby, A., S. (2000). *Oxford Advanced Learners' Dictionary of Current English*. Oxford University Press.
- Hudson, R. J. (2015). *Theories of management*.
- Ibrahim, I. A., Imonje, R., & Kalai, J. (2014). *Influence of head teachers' leadership styles on teachers levels of job satisfaction in secondary schools, Mandera County, Kenya*. Unpublished MED thesis, Nairobi University, Kenya.
- Jankingthong, K., & Rurkkhum, S. (2012). Factors affecting job performance: A review of literature. Silpakorn University. *Journal of Social Sciences, Humanities, and Art*, 12 (2), 115-127.
- Janson, A., & Samuel M.O. (2014). Achievement of organizational goals and motivation of middle level managers within the context of the two-factor theory. *Mediterranean Journal of Social Sciences*, 5 (16) 53-59.

- Jay, A. (2014). *The principals' leadership style and teachers' performance in secondary schools of Gambella Regional State*. Unpublished MEd Thesis, Jimma University, Ethiopia.
- Jung, B., Tryssenaar, J. & Wilkins, S. (2005). Becoming a tutor: exploring the learning experiences and needs of novice tutors in a PBL programme. *Medical Teacher*, 27(7): 606–612.
- Kakooza, A. (2017). *Secondary School head teachers' national retreat; 12th -13<sup>th</sup> December*, state House, Entebbe.
- Kamau, M. L. (2014). *Technology adoption in secondary mathematics teaching in Kenya: An explanatory mixed methods study*. Syracuse University.
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, 3 (10), 1061-1064.
- Khan et al. (2015). The styles of leadership: A critical review. *Public Policy and Administration Research*, 5 (3), 87- 92.
- Khalid, H. M. (2013). *An empirical analysis of Herzberg's two-factor theory*. Faculty of Management Technology Department of Management & Information Technology Abubakar Tafawa Balewa University, Bauchi.
- Khan, M. & Mansoor, H. T. (2013). Factors influencing motivation level of academic staff in education sector of Pakistan. *Global Journal of Human Resource Management*, 1 (1), 41-48.
- Kim, P. E., & Kim, S. (2005). Profiles of school administrators in South Korea: A comparative Perspective. *Journal of the British Education, Leadership Management and Administration Society*, 33 (3), 286.

- Kimiathi, K. M. (2017). Influence of principals leadership styles on teachers' job satisfaction in public secondary schools in Meru South Sub-County, Tharaka Nithi County, Kenya. *International Journal of Education and Research*, 5(9), 1- 6
- Kirui, K., & Osman, A. (2012). Headteachers' Perception of Their Roles in Secondary Schools in Kenya: A Study of Kericho Day Secondary School in Kericho County. *International Journal of Humanities and Social Science*, 2 (23), 267 -268.
- Kitavi, M. J. (2014). *Influence of head teachers' leadership styles on Pupils' performance*, *Psychology*. 77, 229-243 University of Nairobi, Kenya.
- Kombo, K. D., & Tromp, L. A. D. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline publications Africa.
- Koontz, H. (1961). The management theory jungle. *The Journal of the Academy of Management*, 4 (3), 174-188.
- Kosgei, J. M. (2014). Challenges Facing the Implementation of Total Quality Management in Secondary Schools: A case of Eldoret East District, Kenya. *Global Journal of Human Resource Management*, 3 (1), 12-18.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Lai-Yeung, S. W. (2014). The need for guidance and counselling training for teachers. *Procedia - Social and Behavioral Sciences*, 113, 36 - 43.
- Lena, K. N., Muola, J., & Migosi, J. (2015). *Influence of head teachers' management practices on students' academic performance in public secondary schools within Kitui Central District, Kitui County, Kenya*.

- Linda, O. A., & Hannah, B. O. (2015). An investigation of the impact of employee training and reward on performance at Union Des Assurance De Paris Insurance (UAP) in Nairobi-Kenya. *International Journal of education and Research*, 3 (12), 401-416.
- Lunenborg, F. C. (2011). Expectancy theory of motivation: Motivating by altering expectations. *International Journal of Management, Business, and Administration*, 15 (1), 1- 6.
- Lyimo, G. E. (2014). Analysis of teachers' low payments in Tanzania: A Case of public secondary schools in Moshi Rural District. *International Journal of Education and Research*, 2 (2), 1-14.
- Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, 35, 382–385.
- Madse, M. T. (2001). *Leadership and management theories revisited*. DDL working paper number 4.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370–396.
- Mawere, M., Mubaya, T. R., Reisen, M. V., & Stamp G. V. (2016). *Maslow's Theory of Human Motivation and its Deep Roots in Individualism: Interrogating Maslow's Applicability in Africa*. <https://www.researchgate.net/publication/302516151>
- Mazaki, E. K., Kakuru, D. M., & Zziwa, G. (2017). *Staff Welfare and Teachers' Performance in Public Primary Schools in Bugisu Sub-region in Uganda*, Institute of Management Science, Mbarara University.
- Mibon, U. F. (2017). Headteachers' managerial behavior and teachers' task performance in public primary schools in calabar-south local government area, cross river state, Nigeria. *Global journal of educational research*, (16), 163-169.

- McGuire, R. (2005). Which management style to Use? in London: *The Pharmaceutical Journal*, 275 (9).
- McNabb, E. D. (2004). *Research methods for political science*. M.E-Sharpe.
- MindTools.com. (2016). *The Blake Mouton Managerial Grid: Leading People and Producing Results*.
- MoES. (2014). *The education and sports sector annual performance report: financial year 2013/2014*. Kampala, Uganda.
- MoES. (2014). *Teachers initiative in Sub-Saharan Africa. Teacher issues in Uganda: a shared vision for an effective teachers' policy*, Kampala, Uganda.
- MoES. (2016). *The education and sports sector annual performance report: financial year 2015/2016*. Kampala, Uganda.
- MoES. (2017). *Ministerial policy statement for financial year 2016/2017*, Kampala, Uganda.
- MoESTS. (2017). *Issued paper for local government consultative workshops financial year 2016/17*. Kampala, Uganda.
- Mobegi, O., Ondigi, B., & Oburu, O. (2010). Secondary school headteachers' quality assurance strategies and challenges in Gucha district, Kenya. *Education Research and Reviews*; 5(7), 408-414.
- Mohammed, S. (2016). *The principals' supervisory roles for quality education and effective School Administration of basic Education Schools in Nigeria: Proceedings of ISER 18<sup>th</sup> International Conference*, Dubai.
- Mullins, L. J. (2002). *Management and organization behavior*. (4 Ed.), Pitman publishing. England: Prentice Hall.

- Nairuba, J. (2011). *Motivational practices and teachers performance in Jinja Municipality secondary schools, Jinja district*. (Unpublished) M.Ed. thesis, Bugema University, Kampala, Uganda.
- Namuddu, J. (2010). *Staff appraisal systems and teacher performance at Aga Khan schools in Kampala district*. Makerere University, Kampala.
- Nsubuga Y. K. (2009). *Analysis of leadership styles and school performance of secondary schools in Uganda*. (Unpublished) M.Ed. thesis, Makerere University.
- Nzoka T. J., & Orodho, J. A. (2014). School management and students' academic performance: how effective are strategies being employed by school Managers in secondary schools in Embu North District, Embu County, Kenya? *International Journal of Humanities and Social Science*, 4(9), 86-99.
- Obbo, J. R., Olekma, D., & Atibuni. D. Z. (2018). Secondary school headteachers' leadership styles and teachers' organizational Commitment in Tororo Municipality. *International Journal of Management and Commerce Innovations*, 5 (2), 984-990.
- Obilade, S. O. (1998). *"Leadership qualities and styles as Related to Instructional Programme."* Ibadan: Department of Educational Management, University of Ibadan.
- Okon, F. I., & Isong, U. E. (2016). Management styles and employees' performance in small-scale business enterprises in Akwa Ibom state, Nigeria. *International journal of small business and entrepreneurship research*. 4 (1), 51-61.
- Olatomide, M. O., & Oluwatosin, S. A. (2014). Class teachers' continuous assessment input in the primary six leaving certificate (PSLC) in Akoko South-West Local Government Area in on do State Nigeria. *Journal of Psychology and Behavioral Science*, 2 (1), 107-118.



- Oyetunyi, C. O. (2006). *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa.
- Oyeyemi, K. (2013). Application of theory X and Y in classroom management. *International Journal of Education and Research*, 1(5), 1-10.
- Organization for Economic Co-operation and Development (OECD). (2009). *Leading to learn: school leadership and management styles*, Chapter 6.
- Olum, Y. (2004). *Modern management theories and practices*. Department of Political Science and Public Administration, Makerere University, Uganda.
- Otto, Y. W., & Onen, D. (2005). *A general guide to writing research proposal and report*, Kampala: Options press.
- Oyeyemi, K. (2013). Application of theory X and Y in classroom management. *International Journal of Education and Research*, 1(5), 1-10.
- Parijat, P., & Bagga, S. (2014). Vroom's expectancy theory of motivation – An Evaluation. *International Research Journal of Business and Business and Management*, 7 (9), 1-9.
- Pavlović, N., Oljača, M., & Kostović, S. (2011). Integration of leadership styles of school directors. *Educational Research and Reviews*, 7 (1), 31-35
- Peretemode V. F. (1996). *Education Administrations Applied Concepts and Theoretical Perspective*. Lagos, Joja, Nageria.
- Pham, M. L. (2016). *Evaluating job satisfaction levels. Case: Truong an joint stock company*. Oulu University of Applied Science.
- Prasad, L. M. (2010). *Principles and Practice of Management*. New Delhi, Sultan Chand & Sons Educational Publishers.

- Prowse, P., & Prowse, J. (2009). The Dilemma of Performance Appraisal, *Measuring Business Excellence*, 13(4), 69-77.
- Putnam P. S. (2014). *Management styles in relationship to small group output: Let's Standardize Management Practices*. Ondo State, Nigeria.
- Republic of Kenya, (2012). The Policy Framework for Re-aligning education to the Constitution 2010 and Vision 2030 and Beyond: Ministry of Education Science and Technology.
- Robbins, S. P. (2000). *Managing today*. Prentice Hall, United States of America.
- Rutledge, P. B. (2011). *Misses Social Networks: What Maslow*. Retrieved August 12, 2015, from <https://www.psychologytoday.com/blog/positively-media/201111/social-networkswhat-maslow-misses-0>
- Salfi, N. A., Virk, N., & Hussain, A. (2014). Analysis of leadership styles of head teachers at secondary school level in Pakistan: Locale and gender-comparison. *International journal of gender and women's studies*, 2, (2), 341-356.
- Saville, K. B. (2008). *A guide to teaching research methods in psychology*. Oxford: Blackwell Publishing.
- Singh, R., & Sarkar, S. (2015). Does teaching quality matter? Students learning outcome related to teaching quality in public and private primary schools in India. *International Journal of Educational Development*. 41, 153–163.
- Sirbu, C. C., Tonea, E., Pet, E., & Popa, D. S. (2014). *Aspects related to management styles and manager types in the educational organizations: 4<sup>th</sup> World conference on educational technology researches (WCETR)*.
- Sridhar S. M. (2014). *Schools of Management Thought*. Retrieved from <https://www.researchgate.net/publication/224952289>

- Tehseen, S., & Hadi, N. (2015). *Factors influencing teacher performance and retention*. Rome – Italy. Meser publisher.
- Teresa J. (2013). *Influence of headteachers leadership styles on employees in secondary school access to their rights in Nandi East Kenya*. Department of Education Administration and Planning: University of Nairobi.
- Tigelaar, D. E., Dolmans, D. H., Meijer, P. C., de Grave, W. S., & Van der Vleuten, C. P. (2008). Teachers' interactions and their collaborative reflection processes during peer meetings. *Advances in Health Sciences Education*, 13 (3), 289-308.
- Tope, L., & Rusty, T. (2012). From performance appraisal to performance management. *Journal of Business and Management*, 3 (5), 01-06.
- Uche, N. C., & Timinepere, O. C. (2012). Management styles and organizational effectiveness: An appraisal of private enterprises in Eastern Nigeria. *American International Journal of Contemporary Research*, 2 (9), 198-204.
- Vaijyanthi, D., Zehrajabeen, M. A., Ravindran, N., & Sahayam, J. V. S. (2010). *Management principles: vocational education, higher secondary*. A publication under Government of Tamilnadu distribution of free textbook programme.
- Wachira, F. M., Gitumu, M., & Mbugua, Z. (2017). Effect of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub County. *International Journal of Humanities and Social Science Invention*. 6 (8), 72-86.
- Wahba, M. A., & Bridwell, L. G. (1976). Maslov Reconsidered: A Review of Research on the Need Hierarchy Theory. *Organizational Behavior and Human Performance*, (15), 212-240.

- Wanjala, G., & Wanjala, E. (2017). Level of teachers' efficiency in work performance in public secondary schools in Wajir North District, Kenya. *International Journal of Scientific Research and Innovative Technology*, 4, (4), 2313-3759.
- Wanjiru, M. R. C., & Njagi, L. (2016). *Influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kirinyaga West Sub County, Kenya*. Department of Educational Administration and Planning, University of Nairobi.