
**Head Teachers' Leadership Styles and Teachers' Organisational Commitment as
Predictors of Teacher Role Performance in Rural Government-Aided Secondary
Schools in Tororo District, Uganda**

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Declaration

I, **Martin Dick Olet (Reg. No. BU/GS20/EDM/16)**, declare that this dissertation titled “**Head Teachers’ Leadership Styles and Teachers’ Organisational Commitment as Predictors of Teacher Role Performance in Rural Government-Aided Secondary Schools in Tororo District, Uganda,**” is my original work which has never been submitted to any institution for any award. Where other sources are used, they were appropriately acknowledged.

Signature

.....

Date

.....28/10/2024

Approval

This dissertation titled “*Head Teachers’ Leadership Styles and Teachers’ Organisational Commitment as Predictors of Teacher Role Performance in Rural Public Secondary Schools in Tororo District, Uganda*” has been written under our guidance and supervision. It has been submitted with our approval.

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Date 01/11/2024

Signature 

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Date 04/11/2024

Dedication

I dedicate this dissertation to my family, especially to my wife Grace Nabusindo, for the love, moral support and patience throughout the entire process of completing this academic project.

Acknowledgments

I wish to express my gratitude to the Almighty God for the providence and favour I received in conducting the whole research work that successfully culminated in the production of this dissertation. I am indebted to my supervisors, Prof. Dennis Zami Atibuni and Dr, Shira Tendo Namagero, who dedicated their time to provide professional guidance and continuous encouragement, mentoring and support, which enabled me to complete this dissertation.

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List of Abbreviations

BOG:	Board of Governors
CAO:	Chief Administrative Officer
CT:	Class Teacher
CVI:	Content Validity Index
DEO:	District Educational Officer
DHT:	Deputy Head teacher
DIS:	District Inspector of Schools
DOS:	Director of Studies
EFA:	Education for All
HOD:	Head of Department
HT:	Head teacher
KIIs:	Key Interview Informants
MOES:	Ministry of Education and Sports
NDP:	National Development Plan
NTP:	National Teacher Policy
TIF:	Teacher Incentive Framework
TISSA:	Teachers' Initiative in Sub-Saharan Africa
USE:	Universal Secondary Education
USA:	United States of America

Abstract

Grounded in the path-goal theory, this study sought to examine the influence of Head Teachers' Leadership Styles and Teachers' Organizational Commitment as Predictors of Role Performance in government-aided Secondary schools in Tororo District in Uganda. The study used a mixed methods approach employing concurrent-triangulation mixed methods design. A census of 117 teachers and 6 head teachers were engaged in data collection using a structured questionnaire for teachers and interview guide for head teachers. The quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression while qualitative data were analyzed using content analysis. Quantitative results revealed that head teachers' leadership styles ($\beta = 0.54$, $p = 0.000 < 0.05$) had a bigger influence than teachers' organizational commitment ($\beta = 0.21$, $p = 0.000 < 0.05$) on teacher role performance. Hence the leadership approach from head teachers is a very important factor in Teacher role performance in rural government-aided Secondary schools in Tororo district. Hence the third study hypothesis that Head Teachers' Leadership Style and Teachers' Organizational Commitment positively predict Teacher role performance in government-aided Secondary schools in Tororo district was retained. However, 45.3% of the variation in Teacher Role Performance was accounted for by other factors not considered in this study. Hence, Transactional and democratic leadership approaches play a pivotal role in enhancing teachers' organizational commitment and role performance. It is recommended that secondary school head teachers should focus more on mentoring, competence building and professional development rather than only compliance with educational standards in their approach of leadership.

Chapter One

Introduction

Introduction to the study

This chapter focuses on the back ground to the study which is divided into four perspectives namely; the historical, theoretical, conceptual and contextual. The chapter also contains the statement of the problem, purpose, and objectives of the study, the hypothesis to be tested, the conceptual framework and the scope of the study among others.

Background to the study

The Role Performance of teachers is among the basic building blocks of effective education. Teachers are a pillar in attaining quality education for all (EFA) and thus countries the world over are implementing various strategies to improve the quality of teacher performance (Goe et al., 2018). In Uganda, the organizational commitment of Secondary school teachers is perceived as key to the quality of Secondary education and several strategies have been attempted to achieve this goal (Ministry of Education & Sports, 2019). The Teachers' Initiative in Sub-Saharan Africa (TISSA) [2013] and The National Teacher Policy (2018) are some of the initiatives that have been implemented in an attempt to improve performance of teachers in Uganda. However, Okongo et al, (2015) notes that the declining academic performance of Secondary school graduates may be related to teacher role performance, School leadership approaches and Teachers' organizational commitment.

The study examined the relationship between Head teachers' leadership styles, teachers' organizational commitment and teacher role performance in Ugandan rural government-aided Secondary schools in Tororo district.

Historical Perspective

Interest as pertaining teacher role performance started way back in the 1900s in private schools in the USA as a search for great teachers, who were capable of providing quality education (Goe et al, 2018). Role performance attributes such as effective lesson delivery and learner motivation were placed at the periphery in favor of good *teacher characteristics*. In the 1950s, efforts to infer teacher role performance from the learning of students, instead of teacher characteristics started in the UK (Greatorrex & Shannon, 2003). Interest was placed on *Examining Teaching Performance* by identifying effective teaching competencies; competencies that were presumed to facilitate learner learning (Goe, Biggers & Croft, 2017). This move was sparked by the increase in the expectations for the performance of learners by stakeholders, especially parents and educational managers (Barrett & Sørensen, 2017). During this time, in many countries of Europe and Asia, teacher performance began to be perceived as a teacher meeting the performance standards of supervisors that were based on monitoring of teaching results (Olorode & Adeyemo, 2012). This new perception highlighted not only doing tasks effectively but brought in the aspects of quality assurance and standardized performance.

It was at this time that some countries in the African continent such as South Africa and Egypt seriously considered and adopted teacher performance in their education systems. Some African countries adopted teacher job performance as a performance evaluation method, for ascertaining whether teachers were following the expected standards of teaching (Kiptum, 2018). Eventually, teacher performance started being a government policy and a legal requirement in most countries in Africa, including some East African countries like Kenya and Tanzania (Segoni, 2017).

In Uganda, teacher role performance was adopted at a time when performance was still majorly perceived as *teaching to standards* (MOES, 2017). Teacher role performance was measured against an occupation that indicated the duties and tasks a teacher is expected to perform competently. This profile though unwritten at the beginning, defined role a teacher is supposed to do and was a reference point for teacher performance evaluation (Mpaata &

Mpaata, 2018). Teacher performance in Uganda is by and large perceived as a personal responsibility, where a teacher is expected to display result-oriented behaviors pre-determined by the school and education administration bodies (Elks, 2016). Much emphasis is mainly placed on the teacher working hard to meet the job expectations that are in the teacher's professional profile, and little on professional development (Byaruhanga, 2018). The role of the education system and school leadership in providing support to enhance the task accomplishment of teachers was given less emphasis.

The role of school leadership in improving and controlling the performance role of teachers was recognized in the 1950s, in the UK and USA, when teacher performance was measured against specific performance standards that had been pre-determined by government education management bodies (Gomendio, 2017). In the 1960s, evaluators from government education management bodies in the UK suggested that Head teacher leadership should become an integral part of the training and professional development of teachers. Subsequently, a separate body responsible for supervising teachers' performance was formed in the UK under the ministry of education (Greathouse & Shannon, 2003). Around the same time, Head teacher leadership with the view of supervising teachers, had also become firmly established in the USA education system, to examine the performance of individual teachers, to ensure they meet the learning needs of learners as set out by the education managers (Goe et al, 2012). All this time, Head teacher leadership approach was mainly bureaucratic, autocratic, and hierarchical (Chidi & Victor, 2017).

Beginning in the 1970s, the bureaucratic perspective on Head teacher leadership, became irrelevant after empirical evidence had been collected to show that it did not improve teacher performance as had been anticipated (Chen, 2018). The need for transformative and democratic Head teacher leadership approaches became relevant after realizing that it was better to have open discussions among supervisors and teachers on how to improve the teaching and learning process (Bourgonje & Tromp, 2011). Experts in the USA further developed this type of mindfulness-based Head teacher leadership into what we call supportive Head teacher

leadership today (Darling-Hammond & Gardner, 2017). Supportive Head teacher leadership models such as social efficiency, democratic and clinical were developed to be more collegial and humanistic in nature (Thakral, 2015). This move contributed more to today's understanding of the role of supportive Head teacher leadership and its application in teacher role performance. Eventually, Teacher-Head teacher leadership became support Head teacher leadership due to its focus on the interaction between the supervisor and the supervisee, so those classroom problems are mutually solved through critical analysis of the teachers' role performance (Berman & Usery, 1966). Several countries from Asia also adopted teacher organizational commitment practices from the UK and USA to ensure teachers performed to standards. Countries like India and Pakistan, teacher commitment has been adapted in the recruitment and supervision strategies to ensuring teachers followed the ideal ways of transmission of knowledge to learners (Hoque et al, 2020).

In Africa, teacher organizational commitment started 17th Century with the introduction of formal education the by the missionaries (Marzano et al., 2011). The missionary schools in all African countries employed less qualified and uncertified teachers, hence needing committed workers. Again, as it was in Europe and Asia, emphasis was being placed on identifying good teacher characteristics. After independence, when the education system was put in the hands of the central government, a critical assessment of teacher commitment attributes started in several countries. Ghana spear-headed this move and formed a body to improve the commitment of teachers (Osae-Apenteng, 2012). Borrowing a leaf from Ghana, Sub-Saharan African countries which had just recently got independence started adopting internal and external tools and resources to enhance teacher commitment (Ekpoh, 2018). In Uganda, in 1962, the Phelps-Stokes Commission Report recommended that the central government takeover teacher performance evaluation (Ssekamwa,1997). In 1963, the education inspectorate department was formed to supervise schools to improve teacher performance and the quality of education and emphasis was further placed on effective teacher supervision by head teachers and personal teacher commitment. A study was needed to ascertain whether the current Head teachers'

leadership approaches and teachers' organizational commitment impact on teacher role performance in government aided secondary schools in Uganda, especially in Tororo district.

Theoretical Perspective

This study was grounded in the Path-Goal theory. The Path-Goal theory of House and Mitchel (1975) argues that leaders should use appropriate strategies to define the performance goals and indicators of employees and promote their job commitment. The theory advocates for school leaders (national, district and site based) through engagement and empowerment to be supportive, promote inquiry, problem-solving and mentoring for employees to achieve the desired performance results (Glickman, 2011). The theory explains how specific Head teacher leadership approaches such as transformative, democratic and mentoring can be employed by head teachers to inspire their teachers to work dedicatedly.

Conceptual Perspective

The main concepts of this study are Teacher Role Performance, Head teachers' leadership styles and Teachers' Organizational Commitment. Teacher role performance has always been interpreted from the angle of employee performance (Wambui, 2013). This is because teachers are employees in the education system and thus have to effectively accomplish job tasks under their jurisdiction following set standards by the employers (Dikli, 2003). This implies that as employees, teachers are seen as performing well their role when they do activities that help schools accomplish their visions and missions. The role performance of teachers has also been viewed as the teachers' ability to contribute positively to the realization of the school objectives of teaching to standards and promoting student learning (Tomlinson & Imbeau, 2015). A study by Gallo et al (2006) done in France confirmed that in most countries of Europe, teacher role performance was generally perceived as a teacher adding value to the key activities of the school, of preparation for teaching, conducting lessons, and covering the syllabus to ensure learners achieve the necessary learning outcomes.

A study by Onyango (2013) done in Kenya also revealed that even in Africa, the role performance of teachers is perceived in terms of their key teaching roles of assessment and

evaluation of learners, conducting co-curricular activities, carrying out guidance and counseling of the learners and managing learners' discipline. Musingafi et al, (2015) in their study done in Ethiopia also confirmed the perception of teachers' role performance in terms of their key teaching result areas, related to having relevant schemes of work, lesson plans and instructional materials that help transfer information into learners' minds.

Therefore, the current view of teacher role performance involves a degree to which teachers do their job tasks to attain school objectives (Elliott, 2015). Teacher role performance involves a teacher ensuring the assigned tasks are accomplished to set standards of completeness, accuracy and time to have learning outcomes manifested among learners (Segoni, 2017). Therefore, basing on Elliott's (2015)'s and Segoni (2017) work, this study perceived teachers' role performance as effective and committed teaching preparation, delivery, assessment of learners and participation in non-teaching school and community activities.

Head teacher leadership is now widely accepted as a significant factor in promoting teacher role performance (Olorode & Adeyemo, 2012). Most education systems world over now agree that teacher role performance improvement requires effective Head teacher leadership that fosters a mentoring and professional development relationship between the supervisors and teachers in schools (Kiiru, 2019). In some countries in Europe, this kind of Head teacher leadership strategy has been seen to be positively related to improvements in classroom practices, focused lesson preparation, implementation and reflection of the teaching and learning process (Gomendio, 2017).

A study by Nabhani et al, (2015) showed that Head teacher leadership approach that allows teachers to collaborate with their supervisors continually may positively affect their performance. This type of supportive Head teacher leadership is referred to as transformative leadership. It involves a cordial discussion of the supervisee's cases where the supervisee may be able to articulate well the concept but their actual performance may be another matter, hence the need for feedback by the supervisee (Hoojqan, et al, 2015). Kalule and Bouchamma (2013) suggest that the intention of transformative Head teacher leadership style should be to enable

supervisees review their practices and develop leadership skills and improve their professional development by increasing their knowledge, pedagogical skills, and problem-solving skills.

Sudarjat et al, (2015) study done in Indonesia also found that democratic Head teacher leadership styles positively influenced teachers' role performance within secondary schools.

Zepeda and Mayers (2014), also argues that transformative Head teacher leadership approach could be used to support teachers who have accumulated skills through broad experience to guide learners to develop competencies out of their own experiences. The attributes of this Head teacher leadership are dialogue, which enables the supervisee to interact with the supervisors about their work to know their weaknesses so as to improve their performance (Glickman et al, 2001). Glickman et al, further assert that the directive support Head teacher leadership approach has been discovered to be more common in African countries. This approach involves directing and standardizing teams so that they can work according to set standards (Goe et al., 2012). According to Nwambam and Eze (2017), to play a positive role in teacher performance, Head teacher leadership should be professional development-oriented to develop better and more effective ways of preparing for teaching and learning. Therefore, Head teacher leadership should be guidance or support accorded by a teacher supervisor to a teacher to empower them perform their teaching roles effectively. The Head teacher leadership has to ensure educational programs promote teaching and learning in schools. Based on the above views, this study perceived Head teacher leadership as Mentoring, empowerment and direction given by head teachers to individual teachers to undertake their teaching responsibilities to the best of their abilities to achieve school goals and objectives (Osae-Apenteng, 2012).

Teachers' organizational commitment is the level of dedication, loyalty and engagement that a teacher has towards their profession, students, school and community (Hanna, et al., 2020). In this study, teacher organizational commitment referred to affective and normative work place commitment (Mugizi, 2019). Affective commitment in this context refers to an employee's passion and involvement in the school. Employees with high affective commitment have a strong positive emotional connection, genuinely care about the school and its goals and often

enjoy their work with a sense of belonging and fulfillment. Normative commitment refers to an employee's indebtedness to remain with an organization.

Contextual Perspective

The role performance of teachers is a kingpin in using education as an avenue for reducing the high rates of unemployment in Africa (Tubsuli et al, 2018). In Uganda, Secondary school teachers are the springboard for quality Secondary education (MoES, 2017). Several initiatives are being tried to increase the role performance of Secondary school teachers in Uganda so that the country can meet its national education goals (Ministry of Education and Sports, 2020). The government of Uganda has legal and policy frameworks to enhance the performance of teachers. The Uganda Vision 2040, the overarching national development vision, provides a policy framework for promoting the competence and effectiveness of teachers so that the country can provide affordable quality education services. The specific fourth National Development Plan (2016-2020) aims at enhancing the effectiveness of education service delivery, using proficient teachers who can train learners to sustainably exploit the available opportunities and resources for national development. The key aim of the National Teacher Policy (NTP) 2020, which is concerned with promoting consistent outstanding standards in learning and teaching, is to achieve better teacher productivity and motivation through initiatives such as Teacher Incentive Framework (TIF).

In Tororo District, a system for incentives, sanctions, and collaboration to help all teachers achieve the goals set for them by the government is in place MOES, (2020). Specific measures and criteria to support innovation and creativity so that teachers get things done in an organized manner are operational (Oryema, 2017). In all secondary schools, the key head teacher's responsibility is to supervise teachers to ensure they perform to expectations (Jared, 2011). These arrangements should enable teachers to perform their roles effectively.

Despite the above teacher performance improvement efforts, secondary school teachers in Uganda are still bear the blame for doing little to develop learners' life skills that prepare them for the world of work (Opio, 2010). Studies such as one by Malunda et al (2016) and (MOES,

(2017) discovered that in Tororo area, teachers seldom used constructive learning approaches, which placed learners in a passive role, limiting their actions to memorizing facts and reciting them to the teacher. A study by the MOES (2020) done in Tororo rural-based government Secondary schools revealed that attendance of teachers in third terms usually drops to less than 60%, leading to some teachers failing to meet some of their key job responsibilities. The syllabi coverage too was unsatisfactory (MOES, (2020). This means learners were unable to acquire the much needed competencies for this level of education. Surprisingly, the teacher performance problems mentioned above appear in the policy actions, strategies and outcomes of the NDPII (2016-2020) and NTP (2018, p.8). This state of affairs necessitated an investigation of how Head teachers' leadership Style and Teachers' organizational commitment affect the role performance of teachers in this part of the country.

Statement of the Problem

The role performed by Secondary school teachers is an important part of Uganda's overall strategy for achieving quality Secondary education (Kagoda & Ezati, 2013). Teachers' organizational commitment is, therefore, at the heart of helping learners acquire practical and academic competencies relative to their potential. Initiatives such as TISSA (2013), the National Development Plan (2016-2020), Teacher Initiative Framework (2017), and the National Teacher Policy (2020) have placed school-based and external teacher supervision as one of their action points to enable teachers to provide quality teaching and learning in Secondary schools. Teachers are given knowledge, skills, and practices by district education managers, head teachers and department supervisors to be effective educators. Specific measures and criteria exist to determine whether or not teachers have met the desired goals or targets set by stakeholders.

Despite the above efforts and structures, there was inadequate preparation for teaching, leading to ineffective lesson instruction among teachers, which raised concerns about learning outcomes by various stakeholders (MoES, 2020). Teachers mostly used learning approaches that do not promote intellectual learning. Significant disparities existed between intended

instruction time and the time spent on teaching by some teachers in the district, which reduced learners' achievement of expected competencies and good results in assessment exams (Oryema, 2017). One was left wondering if Head teachers' leadership styles and individual teacher commitment developed attributes in teachers to improve their role performance.

This state of affairs necessitated a study to examine the relationship between Head teachers' leadership styles, teachers' organizational commitment and teacher role performance in rural government - aided Secondary schools in Tororo district. This study was, therefore, carried out to contribute to better head teacher leadership and teacher organizational commitment and teacher support supervision in Tororo district and indeed, the whole country.

Purpose of the Study

The aimed to examine the relationship between Head Teachers' Leadership styles, Teachers' organizational commitment, and Teacher role performance in rural government-aided Secondary schools in Tororo district, Uganda.

Specific Research Objectives

To achieve the purpose, the study was guided by the following objectives;

- i. To find out the relationship between Head teachers' leadership styles and teacher role performance in rural government-aided Secondary schools in Tororo district.
- ii. To investigate the relationship between Teachers' organizational commitment and Teacher role performance in rural government-aided Secondary schools in Tororo district.
- iii. To establish the predictive potential of Head Teachers' Leadership styles and Teachers' organizational commitment on Teacher role performance in rural government-aided Secondary schools in Tororo district.

Research Questions

The overall research question was:

What is the status of Head Teachers' Leadership styles and Teachers' organizational commitment and how do they affect Teacher role performance in rural government-aided Secondary schools in Tororo district?

Specific research questions

The researcher sought to answer the following specific questions;

- i. What is the relationship between Head teachers' leadership style and teachers' role performance in rural government-aided Secondary schools in Tororo district?
- ii. What relationship exists between Teachers' organizational commitment and Teacher role performance in rural government-aided Secondary schools in Tororo district?
- iii. What is the predictive potential of Head Teachers' Leadership Styles and Teachers' organizational commitment on Teacher role performance in rural government-aided Secondary schools in Tororo district?

Research Hypotheses

The following hypotheses were tested;

- a) Head teachers' leadership styles is significantly related to teacher role performance in rural government-aided Secondary schools in Tororo district.
- b) Teachers' organizational commitment is positively related to Teacher role performance in rural government-aided Secondary schools in Tororo district.
- c) Head Teachers' Leadership styles and Teachers' organizational Commitment positively predict Teacher role performance in rural government-aided Secondary schools in Tororo district. The study thus employed both the research questions and research hypotheses to allow for more rigorous investigation, testing and validation of the findings.

Scope of the Study

The scope of the study is presented under the geographical, content and time scopes.

Geographical Scope

Tororo District of Uganda was the site of this investigation located in Eastern Uganda Sub region. Tororo was chosen because it is one of the districts, with more rural government-aided secondary schools under USE. Universal Secondary schools in Uganda are among schools that often appear in the educational reports as having operational and management challenges leading to low commitment and role performance (UNDP, 2020; USAID, 2019). These schools

have low growth in the achievement of key Secondary education competences (UNEB, 2022-23).

Yet, these Secondary schools are directly under the oversight of government entities that manage education in Uganda such as MOES department of Secondary education, the Directorate of education Standards (DES), District Education department and as such they were more likely to implement comparable school leadership approaches and teacher motivation policies uniformly, leading to a more homogenous operating environment and sample.

Content Scope

This research examined the relationship between Head teachers' leadership style, Teachers' organizational commitment and Teacher role performance in Tororo district after observing a deteriorating trend in teacher role performance in the rural government-aided Secondary schools in Tororo District despite the structures and strategies put in place to motivate and enhance job performance.

Head teachers' leadership styles was measured as Democratic, Transformational and Mentoring approaches, while Teachers' organizational commitment was assessed as affective and normative commitment. Teacher role performance was studied as effective teaching, good classroom management, effective learner Assessment and maintaining good teacher-student relationship and collaboration with other staff.

Time Scope

The study covered the period January 2024 to October 2024. Hence going to the field, data collection, analysis and reporting were done conclusively within this period. This period was convenient for the researcher to complete all relevant research activities.

Significance of the Study

It was hoped that the outcome of this study would add knowledge to the existing literature on how democratic, transformational and mentoring approaches to support supervision that could enhance teacher role performance in teaching and learning in Uganda.

The study is expected to build knowledge that will facilitate and improve school leadership

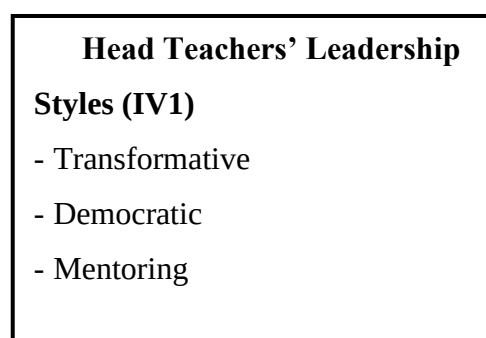
strategies in Tororo district expected to enhance teacher performance and professional development.

The study findings may help the education stakeholders at both national and local levels; such as school administrators, DIS, and DEO, together with education planners to make appropriate decisions and actions on how to enhance teacher role performance in government - aided Secondary schools in Tororo district, and perhaps in Uganda as a whole.

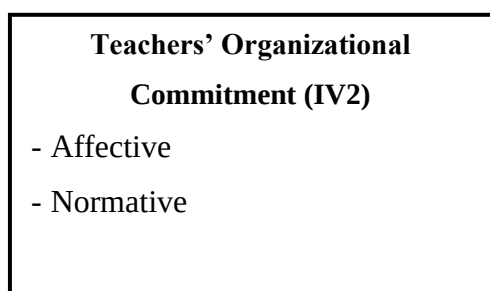
Conceptual Framework

Figure. 1 Conceptual framework shows the relationship between the independent and dependent variables. Head teachers' leadership styles and teachers' organizational commitment were identified as the independent variables, while teacher role performance was the dependent variable.

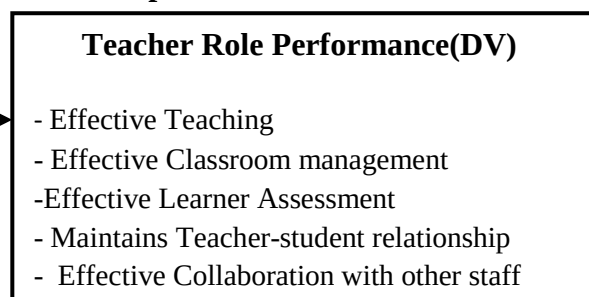
Independent Variable



Independent Variable



Dependent Variable



Extraneous Variables



Source: Ideas Adapted from Elks (2016) and Elliott (2015).

Figure 1 A conceptual framework showing the relationship between Head Teachers' Leadership Styles and Teacher Organizational Commitment and Teacher performance.

The conceptual framework in figure. 1 shows that Head teachers' leadership is indicated by democratic, transformative and mentoring approaches. The democratic approach enables supervisors to be supportive by allowing teacher participation and team effort in identifying and implementing effective teaching practices. The transformative approach is more structured and the leader takes the upper hand in prescribing what is needed in enhancing individual teacher role performance. On the other hand, the mentoring promotes dialogue, active reflection and mentoring in improving the performance of the teacher. The attributes identified in each approach and teacher's affective and normative commitment, influence the realization of

teacher role performance as an outcome variable indicated by Effective Teaching, Classroom management, learner Assessment and a teacher maintaining good Teacher-student relationship and Collaboration with other teachers.

On the contrary, when such attributes identified in each of the approaches are not supported by the head teacher, low levels of teachers' organizational commitment results which in turn negatively influences teacher role performance. The outcomes of the relationship between head teachers' leadership styles, teachers' organizational commitment and teacher role performance also depend on the working environment of the school, professional teaching standards and government policy.

Operational Definitions

The key concepts of the study were defined in the manner they were used in the study.

Government-aided Secondary schools

Secondary schools run by the MOE&S and whose operations are fully funded by the central government.

Head Teacher

The accounting and top executive officer within the school, charged with the supervisory duty alongside guiding and motivating teachers in the school so as to effectively perform their job tasks.

Secondary school Teacher

A teacher appointed to perform various teaching roles in a Secondary school, S1-S6.

Support Supervision

Assistance given by a leader (supervisor) to teachers to enable them to develop professionally and perform their teaching roles and other duties effectively.

Democratic leadership

The interchange of opinions about problems and generation of possible actions by both the leaders and the teacher.

Transformation leadership

Problem identification and solution from the leader and expected criteria of success given by the leader.

Mentoring Leadership

Active facilitation by the leader, probing and conclusively coming up with the course of action, aimed at career and professional development of the teacher.

Teacher role performance

The various responsibilities and tasks that a teacher is expected to perform in order to accomplish school objectives.

Chapter Two

Literature Review

Introduction

The literature in the study was systematically reviewed basing on the objectives stated in Chapter One to explain the link between head teachers' leadership styles and teachers' organizational commitment as predictors of teacher role performance. The systematic review focused on the theoretical review of theories used to guide the study and literature related to key variables of the study.

Theoretical Review

This section examines the theory that guided the study. The Path-goal theory was selected for this study, and the key tenets of the theory are examined: The path-goal theory (House & Mitchel, 1975; House, 1996) clarifies how those with leadership roles (Head teachers and supervisors) should influence their subordinates to motivate them to appropriate performance. The theory calls for performance-enhancing leadership in Secondary schools. According to this theory, the way the leader defines the path and the goals of an organization determines the overall performance of individual employees (Cote, 2017). The Path-Goals theory specifies leadership approaches such as mentoring, transformative and democratic that can be used to ensure the desired performance of teachers.

The path-goal theory further details that the leaders' conduct and actions in an organization should satisfy subordinates' expectations and motivate them to perform (Northouse, 2013). It also advocates for the critical roles of the leader in the organization to recognize and arouse subordinates' needs for outcomes over which the leader has control, and to ensure the path to those payoffs is easily achieved through drilling and guiding (Binder, Hinkel, Bots & Pahl-Wostl, 2013). This study found this theory guiding since it believes that motivational attributes of the head teacher helps in building up the intrinsic behaviors such as organizational commitment and engagement among teachers and help them in improving their job performance.

The key aspects that were borrowed from this theory included the fact that school leaders ought to offer a conducive work environment to their subordinates by clarifying work goals, expectations, and provide means and support whenever necessary, for effective subordinate performance and accomplishment of the organization's goals (Goswami et al., 2014). Path goal theory predicts that transformative leadership behavior will be more effective for the subordinates with a high organizational commitment because transformative leaders comprehensively clarify paths to guide followers (Malik, 2012). Similarly, a democratic leader's behavior is also effective as he/she dialogues with followers in setting, clarifying and achieving goals. Therefore, leaders need to comprehend their supervisees to know how to motivate them. In addition to the theory, leadership styles and practices such as democratic, transformational and mentoring that can be effective in helping teachers better their commitment, improve their knowledge, their instructional and problem-solving skills, and reviewing their practices (Jared, 2011).

The researcher found the Path-Goal theory was appropriate for the study because it shows how the head teacher can provide leadership to teachers within the existing work conditions to determine individual responsibilities, motivate role achievement and enhance individual role performance. However, the theory points out that leaders should set a clear path for the subordinates to follow by defining clear goals and objectives in line with the

vision and mission of the institution, but falls short of showing how leaders may implement the right leadership approach that matches the prevailing circumstances in an institution. Also, a school can have managers who do not possess good judgment, independence of mind, and dedication to implement effective leadership. The theory does not spell out how leaders could set up a system that permits free interaction with their subordinates. A study was needed to find out how such a scenario could be overcome.

This study set out to explore these issues concerning Head Teachers' Leadership Styles, Teachers' Organizational Commitment, and Teacher Role Performance in rural government aided secondary schools in Tororo district.

Teacher role Performance

The study of teacher role performance has moved from being just a search for great teachers in the 1900s to inferring teacher quality in the 1950s to the current teaching performance (Stronge, et al, 2018). Studies of teacher role performance place emphasis on identifying the components of teaching performance. In most of these studies, teacher role performance has been perceived and measured from an individual perspective, as a teacher effectively fulfilling their duties and obligations (Cross & Ndofirepi, 2019). According to Gore, et al. (2016), a systemic perspective of teacher role performance is progressively taking a firm ground, where contributions to the organization's vision and mission are being brought into the light.

Generally, the individual perception of teacher role performance is still dominant in most parts of the world. For example, Klieme et al.'s (2018) study measured teacher role performance as a teacher meritoriously doing assigned roles. In an earlier study done in France, Le Maistre and Paré (2016) had identified merit performance as a teacher measuring up on some scale of desirable characteristics. Cross and Ndofirepi (2019) identified issues such as a person exhibiting motivating behavior in the classroom, taking advantage of opportunities to develop professionally, and learners doing well on standardized achievement tests as desirable characteristics of teaching role performance. Therefore, (a) a teacher's

mindset, (b) feelings and (c) attitude toward teaching tasks are key indicators of teaching performance (Gomendio, 2017). Attitude is a teacher's positive perspective on the teaching profession. A teacher with a growth mindset is likely to be a resourceful and meticulous member of staff (Gore et al, 2016). A teacher with positive work attitude in a stimulating work environment is more likely to put forth optimum effort to get the job done to satisfaction. This teacher is also likely to be productive and is a step ahead to initiate change to facilitate organizationally relevant results (Stronge, et al, 2018). Therefore, performance teaching is more intellectually, affectively, and behaviorally connected to the job of teaching and this is manifested in the willingness to devote time, mental, and physical energy into meeting their teaching roles. Bichi (2017) defined teacher role performance as the ability of a teacher to carry out professional responsibilities effectively.

The above opinions and measures of teacher role performance have had a strong influence on Uganda's perspectives. In Uganda, teacher role performance is largely perceived as teaching performance, and is measured using a set of externally derived and expressed standards (Elks, 2016). Studies by Malunda et al. (2016) and Oluka and Opolot (2008) measured teacher performance as teaching to standards, meaning a teacher effectively carrying out their teaching roles as set out by the administrators of education. According to Kagoda (2016), the recent teacher profile of Uganda confirms the general view of teacher role performance in Uganda as the extent to which a teacher commendably does the assigned teaching roles, measured against a yardstick of success identified in a particular domain of professional behavior. Hyder and Farooq (2022) operationalized teacher role performance as effective teaching, classroom management, assessment, teacher-student rapport and staff collaboration. In this study the operational definition by Hyder and Farooq was adapted.

Head Teachers' Leadership Styles and Teacher Role Performance

The leadership styles of a head teacher are a major precursor to teacher role performance. Democratic leadership approach promotes teacher involvement and teamwork (Vehviläinen, 2018). Democratic leadership is a *supportive* type of management.

It allows an interchange of opinions about problems, generation of possible courses of action by both the supervisor and the teacher, and a negotiated agreement about what changes will be upcoming (Klieme, et al, 2018). Active communication is one that holds up and consolidates achieving a good rapport. The supervisor teacher ought to show engagement, listen attentively and communicate effectively in a conducive atmosphere (Vehviläinen & Souto 2021). The effectiveness of democratic leadership results from the supervisor observing teachers, collecting data on their performance and sharing the results in conferences with the teachers and together, they forge a way for improved performance (Darling-Hammond & Gardner, 2017). Studies (Goe, et al, 2018; Hoojqan, et al, 2015) show democratic leadership is very effective in promoting teacher role performance because it leads to a jointly developed and agreed upon position between the head teacher and the teacher. A study by Barge (2014) done among teacher of secondary schools in France showed that head teachers using democratic leadership in their individual teacher mentoring, ensured teachers employed best practices outlined in the instructional framework to guide their lessons. In this case, teachers were able to have clear learning objectives, effectively demonstrated learning and ensured learners understood the content.

Meanwhile, Hu's (2020) study showed the need for supervisors to build good content knowledge among teachers because one cannot teach what they do not know. In his study done among Secondary schools in Seoul, South Korea, it was revealed that leadership that develops content knowledge helps the teacher to guide students to understand concepts better. While these results show how supervision leads to better lesson delivery, they did not cover learners' assessment, and remedial teaching; key elements in teacher role performance, hence the need for further investigations on these issues in Secondary schools in Tororo district.

Democratic leadership has been identified to be instrumental in enhancing teachers' planning for teaching, which aids in better implementation of the lesson. Studies done in the UK confirm that the support accorded to the teacher during the lessons preparation stages is

critical in improving their scheming skills, curriculum interpretation, and the organization of specific content to be delivered (Phillips et al., 2014). A study by Mizzi (2013), done in Ethiopia showed that because democratic supervision allows mentoring and peer teaching, teachers can transform the curriculum content into pedagogical content knowledge suitable for effective instruction through the formulation of schemes of work that guide the effective teaching and learning process. Typically, well-planned schemes of work coupled with support and effective supervision make the work of the teacher easier in terms of content delivery since suitable activities, analogies and demonstrations can be agreed upon to cater for the different cognitive abilities of learners (Gomendio, 2017). Such an atmosphere is enabled by appreciating professional, traditional, and individual differences. Therefore, interaction, dialogue and collaboration are important features of democratic leadership. There was a need to ascertain whether and how the Head teachers in Tororo district allow conscious inquiry and reflection on experiences, views and feelings through dialogue and collaboration, and how it affected teacher job performance.

Transformational leadership

This is a structured leadership style based on transformational leadership approaches in schools that encourage controlled leadership, which promotes the empowerment of the staff. In a planned and regulated manner, the leaders convey the need for change, examines existing practices, analyses them and create a vision for the future guided by the mission and goals of the institution (Martin et al., 2014). This approach to leadership influences the practices of the employees through supervision, and helps build a culture that accepts progression and change towards the policies, principles and methods established for achieving the objectives of education. The support supervision rendered may grant supervisors and supervisees an opportunity to work jointly to meet set targets and objectives (Crigler et al, 2013).

Also in Transformational leadership the leader may give teachers the objectives, activities and goals of supervision through an inspiring, positive and receptive interaction

that supports professional development (Pihko et al. 2018). Using a *problem-solving orientation*, the leader places more emphasis on advising and providing feedback to enable the teacher overcome challenges independently. The supervisor uses resources, to guide teachers to find a solution (Vehviläinen & Souto, 2021).

Regarding teacher role performance, Segoni (2017) warns that the approach should be reserved for struggling and, or novice teachers without or with limited experience in teaching. Albuquerque et al (2018) also advise that for teachers to value the purpose of Transformational leadership, there is a need to understand how the managers effect instructional excellence in schools because it is critical in implementing school reforms. Whereas classroom observations shape instruction, their leadership takes on an instructional role. This, therefore, calls for joint formulation of values on the school objectives by both teachers and administrators so that implementation symbiotically benefits and, or improves the teachers' practices.

Mentoring Leadership Practice

Mentoring is defined as the interchange of intra-individual resources like feedback, action support, information exchange, listening and encouragement, during the exchange of individual resources e.g. emotional, instrumental and recreational resources. (Bates et al, 2018). Mentoring comprises four functions (Stronge et al, 2019): instrumental; emotional; appraisal; and informational. Instrumental mentoring is aimed at concrete tasks. On the other hand, emotional mentoring refers to health-improving social support by enhancing one's confidence to perform related job tasks. Appraisal mentoring is the provision of information that is appropriate to self-evaluation and improved performance. Finally, informational mentoring helps individuals to help themselves so that they can proceed with their job tasks.

Mentoring is of particular significance in predicting teacher role performance (Dangara, 2018). Only where leaders encourage subordinates to think about and devote to their work is occupational expertise to be developed. Support from one's close colleagues, that provides tailor-made advice and incentives by more experienced staff, in an innovative way can offer

novice teachers better options of accomplishing their job tasks (Salo et al. 2019). In a school situation, a study by Evers, et al. (2018) revealed that when new teachers are supported to match the set standards in their departments with the available options, their ability to create learning resources and displays to make learning interesting improved. Also, Byrd and Fogleman (2012) found out that in private secondary schools, when novice teachers are exposed to initiatives to acquire the skills desired for better job performance, they are better able to prepare teaching strategies that facilitate learning. When teachers acquire the desired teaching planning competencies, they can achieve the goals and targets they set.

In Nigeria, Klieme, et al (2018) studied the effect of head teachers on the job performance of staff in secondary schools in the Delta state, using a sample of 120 respondents comprising secondary school teachers. Data was collected using questionnaires and analysed using descriptive statistics and regression analysis. The findings showed that head teachers who took a personal interest, devoted special time and modeled good behavior among their staff, improved teachers' job performance. On the other hand, the same study revealed that high-handed and very structured relationships between head teachers, department heads and staff, reduced innovation and use of good teaching practices, which increased poor performance.

Brody et al. (2010) assert that it is only through mentoring feedback that novice teachers can get the guidance they need for their professional development. This suggests that educational programs must be appropriately directed to achieve the goal of education. Thus, coaching and mentoring provide support and training to the teachers in and out of the class, aid colleagues in expanding their knowledge and skills, and also encourage colleagues to reflect and adjust their practices when necessary (McKinsey, 2016), hence improving teacher role performance.

These findings may have a lesson for Uganda, but were based on external contexts, hence the need to conduct a similar investigation to establish the influence of these non-directive support supervision on teacher role performance in the government-aided schools

in Tororo district.

Teachers' Organizational Commitment and Teacher Role Performance

Affective and normative commitment are the major organizational commitment focuses that are known to significantly influence the job performance of teachers, world over (Ahad, 2021). Affective commitment is the employee's emotional connectedness to, identification with and association in an organization (Purwanto et al., 2021). Such staffs usually feel connected and continue employment with an organization at will. Affective commitment usually develops in an organizational structure having an open and honest communication network (Maki, 2023), in an organizational culture encouraging participation (Ye, et al., 2023), when employees have opportunity to participate in decision making, more so decisions of strategically importance (Asamani, et al., 2020), and when they are affected by the outcomes of these decisions. Affective commitment has also been found to be high in organizations that give employees opportunity of reaching knowledge and other resources in organization (Zacher et al, 2018), when they are treated fairly and justly (Brew & Machiha, 2019), when they have adequate payment (Virod Kumar, 2020), when they have a supportive, facilitative, trustworthy and hearty leader (Tschannen-Moran, 2019).

Normative commitment reflects a feeling of obligation to continue employment. Such employees feel that they are in debt and ought to remain with an organization (Yangaiya & Abubakar, 2015). In a study by Asamani, et al. (2020) titled "Role behavior of head teachers and career commitment of public senior high schools' teachers in the Berekum Municipality of Ghana it was found that teachers who liked their career and were willing to retire from it had better work ethics and engagement and a strong resolve to do the best for their schools. In another study by Atanda (2023) done in public secondary schools in Ogun state, it was found out that teachers who had normative commitment had mastered what their careers required and strove to have better work skills and were subsequently better performers. In a study by Mansor, et al. (2021) done in public secondary schools in Punjab India, the

researchers found that employees who felt valued developed feelings of obligation and indebtedness to their schools and reciprocated through dedication and vigor.

The commitment focuses examined above in relation to teacher role performance reveal differences in different levels of employees, school culture and employment tenure. There was need to examine and find out the most important focuses that are worth for the teachers in Secondary schools in Tororo district and also know how teachers' organizational commitment focuses are related to their role Performance.

The Role of Head Teachers' Leadership Styles and Teachers' Organizational Commitment in the Role Performance of Teachers

The complementary and transformative role of Head Teacher Leadership and Teacher organizational commitment in the role performance of teachers has received critical attention (Olorode & Adeyemo, 2012). Several studies affirm the complementary role of democratic and transformational approaches in enhancing Job commitment and employee performance in different domains like nursing, police and the army (Kiiru, 2015). Studies done in China showed that the interchange of opinions about performance problems and the generation of possible actions between supervisors and employees increased vigor and task accomplishment among employees in services (Safavi & Bouzari, 2019) and higher education fields (Ekpoh, 2018). Other studies (Rwampemba, 2017; Kalule & Bouchamma, 2019, MOES, 2017) have shown that implementing participatory and mentoring leadership, increases dedication of teachers ensure uniformity and effectiveness of educational programs and, therefore, promoting teaching and learning in schools. This implies that specific leadership approaches are more suited for achieving teacher role performance outcomes and hence must be properly directed to achieve the goal of education. Leadership should, therefore, be targeted at being supportive, empowering, facilitating teacher commitment and effective teaching preparation, lesson delivery, and learner assessment and evaluation and teacher participation in non-academic school and community activities.

A single leadership approach such as the democratic style has been found to be effective in ensuring teachers understand school policies and procedures to effectively do teaching preparation, lesson delivery and learner assessment in some countries in West Africa such as Nigeria and Ghana (Olorode & Adeyemo, 2012). Segoni (2017) also found that proper and regular supervision was crucial in motivating secondary school teachers to work harder towards the achievement of school goals and objectives and non-academic schools and community-related endeavors.

However, the available studies on the role of Head teacher leadership and teacher organizational commitment in the performance of teachers have been conducted in West Africa, are less specific and fall short of showing which leadership approach enhances teachers' organizational commitment and is more relevant to the Ugandan Secondary school environment. Therefore, there was scanty evidence on the combined effects of head teachers' leadership style and Teacher organizational commitment on the role performance of teachers in Secondary schools in Tororo district. A study was needed to ascertain the mechanisms and processes by which democratic and transformational leadership approaches, and mentoring practice and teacher commitment worked to affect teaching preparation, lesson delivery, learner assessment and evaluation and teacher participation in non-academic school and community activities among Secondary school teachers in Tororo district.

Summary of Literature Review

The literature review has revealed a significant positive relationship between Head teachers' leadership styles, Teachers' organizational commitment and teacher role performance in schools (Ampofo et al., 2019b; Apolot et al., 2018; Hoque et al., 2020). Leadership can be done in a democratic, transformative and mentoring manner when Head teachers support and encourage teachers to show passion, dedication and commitment in teaching preparation, lesson delivery, learner assessment and evaluation and teacher participation in non-academic school and community activities. Therefore, to improve teacher role performance, their leaders should provide a positive work environment that

motivates teachers to set and achieve performance goals within their control for better results.

Literature Gaps

The literature used fell short of showing the underlying procedures and mechanisms that influence the relationship between head teachers' leadership styles and teacher role performance, and how this relationship can be made more effective in resource-constrained work environments that are prevalent in developing countries like Uganda and, especially in rural-based areas such as Tororo district.

Information on how head teachers' leadership approaches and Teachers' organizational commitment in Secondary schools in Uganda can be directed more to teacher role performance to empower individuals to undertake their responsibilities personally with good results was scanty. The literature also did not provide practical information on how Head teachers could be inspired to work harder towards the achievement of school goals and objectives amid serious operational costs and challenges that exist in Tororo district

The Path-goal theory was not clear on what could be done to ensure Head teachers leadership enhances Teachers' organizational commitment to teaching preparation, lesson delivery, learner assessment and evaluation, and teacher participation in non-academic school and community activities, especially in situations where the majority of the personnel are less empowered and motivated to effectively perform their role. This study was thus done to close this knowledge gap.

Chapter Three

Methodology

Introduction

This chapter delineates the theoretical framework under which the research was conducted. The chapter details the research approach and design, study population, sample size and sample selection, sampling techniques and procedures, data collection methods, data collection instrument, quality of the data collection instrument, data collection procedure, data analysis, and ethical considerations.

Research Approach

Pragmatism stance of mixed survey was the approach adopted to guide the study. According to Creswell and Creswell (2018), pragmatism emphasizes understanding the research problem and attempting to answer those questions using suitable approaches, which was the intent of this study. Being solution-focused, pragmatism involves integration of both quantitative and qualitative methods, of data collection and analysis and this, was needed by the study. Pragmatism provided the researcher with techniques and procedures that would lead to better data interpretation and analysis. Pragmatism, as recommended by Kothari (2004), allowed for the collection of both quantitative and qualitative data, which was used to provide the best understanding of the research problem. The quantitative method provided concrete and precise information on how support supervision influenced the role performance of Secondary school teachers. As advised by Creswell (2018), qualitative methods provided experiential and contextual information from key informants on the aspects of support supervision that influenced the performance of Secondary school teachers.

Research Design

A concurrent-triangulation design was used for this study. According to Creswell and

Creswell (2018), a concurrent triangulation design is where both quantitative and qualitative data are collected at the same time and analysis and interpretation are integrated. Creswell et al. (2003) add that the purpose of concurrent triangulation design(s) is to use both qualitative and quantitative data to more accurately define relationships among variables of interest. For instance, head teachers' leadership styles and teacher role performance were the independent and, dependent variables, respectively. It is characterized by the use of two or more methods to confirm, cross-validate, or corroborate findings within study in which data collection is concurrent. When using concurrent triangulation generally, both (-qualitative and quantitative-) approaches are used to overcome a weakness in using one method with the strengths of another emphasizing credibility. The advantage of concurrent triangulation design is that it allows for the validation of results obtained using both qualitative and quantitative approaches.

Quantitative data was first analyzed and interpreted, then followed by qualitative data (Schoonenboom & Johnson, 2017). Though a separate analysis was done for the two types of data, the interpretation was merged to allow qualitative data to add more value to the quantitative findings by shedding light on unexpected findings (Arkkelin, 2014). Whereas the study was more inclined to quantitative methods, qualitative methods aided the researcher in drawing conclusions on variables that are not quantifiable.

Study Population

The target population was government employed secondary school teachers in all the 18 rural based government-aided secondary schools in Tororo district. The accessible population comprised of teachers from 9 schools based in the rural sub counties of the district. The number of secondary school teachers in these 9 rural based schools by February 2023 stood at 125; Asinge SS (14), Atiri SS (15), Mahanga SS (14), Rubongi Army SS (16), Kiyeyi HS (12), Paya SS (13) Kirewa SS (13), Rainer HS (14) and Kidoko SS (14) [Human Resource Department, Tororo District Local Government Payroll Extract, 2023). All the 125

teachers were targeted because they were directly involved in implementing the national curriculum in these schools to achieve government purpose of promoting quality, accessible, and affordable secondary education to the nationals. The population of head teachers included all heads of the 9 secondary schools that took part in the study.

Table 1 Showing the Census of Teachers in Rural Government-Aided Secondary Schools in Tororo District.

Name of school	Population of teachers
Asinge S.S	14
Atiri S.S	15
Mahanga S.S	14
Rubongi Army S.S	16
Kiyeyi H.S	12
Paya S.S	13
Kirewa S.S	13
Kidoko S,S	14
Rainer H.S	14
Total	125

Source: HR Department, TDLG Payroll Extract, 2023

Sample Size Determination

The study sample was comprised of 125 teachers on the Payroll from the 9 government aided secondary schools in the district. The census method was used to determine the sample size. The census method according to Surbhi (2017) is a quantitative research method, where all the members of the population are enumerated. This method was used because the population was small and there was need to provide more accurate and reliable conclusions. So, every member of the population was taken into consideration. All the teachers were targeted because the population was small and it would reduce sampling errors, leading to more complete, accurate, and reliable information about the unit of study. A total of 117 teachers returned fully completed questionnaires, leading to a return rate of 93.6% which

according to Abutabenjeh and Jaradat (2018) was good enough to result into reliable information.

Head teachers were selected purposively from the 9 schools, basing on their good understanding of the teachers, the school and work environment. The sample size for this category of respondents was determined based on saturation levels. According to Majid (2018) data saturation is when data have been collected from the sample until no new information is being collected. The researcher then stops the process of data collection at that point. Respondents from whom data has been collected make the sample size. In this study, saturation was attained at the 6th head teacher, bringing the actual sample for the interviewees to 6 participants.

Data Collection Method

Since the study was mixed, the survey method of data collection was used involving the use of self-administered questionnaire (SAQ) for qualitative data and a structured interview guide for quantitative data.

A questionnaire is a well-designed tool with structured, validated and documented items given to respondents to collect data (Van Assche et al., 2019). The method was used in order to cover a larger number of respondents in a relatively short period, with less effort and at a minimum cost (McGannon et al., 2019).

An interview guide is a well-designed inquiry tool used to facilitate a verbal exchange between the researcher and a participant. A standard questionnaire was developed and administered to the head teachers during the interview sessions. The method was selected for its ability to obtain in-depth data on the subject and its flexibility. (Amin, 2005). Participants were given the opportunity to express and elaborate their view points

Data Collection Instruments

Table 2 Variables in the Instrument, their Sources and Reliabilities

Variables	Construct	Number of items adopted	Source of instrument and reliability
Teacher role performance	Teaching & learning	6	Hyder & Farooq, 2022, $\alpha=0.83$
	Classroom management	5	
	Learner Assessment	6	
	Teacher-student Relationship	6	
	Staff collaboration	5	
Head Teachers' Leadership Styles and practice	Democratic	16	Mele et al. (2010); $\alpha=0.79$
	Transformational	8	
	Mentoring	10	
Teachers' Organizational Commitment	Affective	5	Wang et al (2021); $\alpha=0.78$
	Normative	5	

Interview Guide for Head teachers

The interview guide collected in-depth and rich qualitative data relating to the study objectives. The instrument had a total of 12 structured items adapted from Malunda et al. (2016) and (Jared, 2011) studies.

Quality of the Data Collection Instrument

Validity

Validity is referred to as proof that the interpretation of findings on constructs that the instrument measured matches with presupposed interpretation for the proposed purpose (Mohajan, 2017). A total of three experts were used to validate the instrument. The validators included a lecturer from Busitema University, an experienced secondary school head teacher from Rubongi SS and a senior inspector of schools from Tororo district education department. The experts assessed each of the items in the instrument on a scale of 4 being Very relevant, 3 relevant, 2 rather relevant and 1 irrelevant. The content validity index (CVI) of the instrument was established using the formula;

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

The content validity results are summarized in the Table 3

Table 3 Content Validity Index (CVI) of Instruments

Evaluator	Questionnaire for teachers			Interview Guide for
	Teacher Role Performance	Head Teachers' Leadership Styles	Teachers' Organizational commitment	Head teachers
Lecturer	.76	.74	.79	0.76
Head Teacher	.82	.79	.83	0.81
Inspector of schools	.84	.83	.87	0.85
Average	0.81	0.79	0.83	0.81

Source: Validation data (2023)

The information in Table.3 shows that the content validity indices for the instruments were above 0.7 which according to Amin (2005) was satisfactory for research purposes.

Reliability

The questionnaire reliability was verified using Cronbach Alpha method. The pre-test sample included 15 (8 males and 7 female) teachers from James Ochola Mem SS located in Siwa sub county and Katerema SS in Rubongi sub county. Table 4 provides the pre-test results.

Table 4 Reliability Coefficients for the Questionnaire

Variable	No. of items	Alpha (α)
Teacher Role Performance	22	0.79
Head Teachers' Leadership Styles	34	0.78
Teachers' Organizational Commitment	10	0.81
Full scale		0.79

Source: Pilot data from the field 2024

The findings in Table.4 reveal that Teacher role performance had an Alpha coefficient of 0.79, Head teachers' leadership style had 0.78, and Teachers' organizational commitment, 0.78. The instrument was appropriate for this study because the Alpha coefficients for all the variables were above 0.7, the minimum value recommended for surveys by Bisel and Adame (2017).

Data Collection Procedure

After the approval of the proposal, a letter of introduction was obtained from Busitema University which the researcher used to introduce himself to the head teachers of the secondary schools for permission to access the teachers, explaining the aim of the study to them and seek for consent to participate in the study. Thereafter, the researcher proceeded to collect data. Each school was given one week to complete the instruments after which they were collected for analysis.

Data management

Data processing

After collecting the data, each questionnaire was coded by being given an identity number and incomplete instruments were eliminated. Data was entered into Statistical Package for the Social Sciences and presumptions underlying the use of univariate, bivariate, and multivariate approaches were tested. Tests were done to ascertain the normality of data and its suitability for inferential analysis. Normality was confirmed by the shape of the normal curves of data for the three variables. The normal distributions of data for all the three variables were bell-shaped (*see figs 2 - 4.*) confirming that the variables were normally distributed, hence suitable for both descriptive and inferential analysis.

Data Analysis

Quantitative data were analysed both descriptively and inferentially. Descriptive analysis involved the computation of relative frequencies and descriptive statistics. Inferential data analysis involved testing hypotheses at bivariate and multivariate levels. At

the bivariate level, hypotheses were tested by correlating the respective numerical index of the independent variables to the numerical aggregate index of the dependent variable (teacher role performance). At multivariate level, the dependent variable (teacher role performance) was regressed on each of the aspects that measured the independent variables (Head teachers' leadership styles and Teachers' organizational commitment), using IBM SPSS statistics Version 23.

Qualitative data that was collected from head teachers was analyzed using content analysis. Data from field notes and scripts were transcribed and coded. The researcher identified patterns through a rigorous process of data familiarization and revision. The intensity and frequency with which certain ideas were mentioned was established. The frequency of concepts was taken to indicate the perception of respondents on the issues being investigated and was summarized thematically in descriptive statements.

Ethical Considerations

The commitment of the researchers to what is morally and legally right is referred to as ethical considerations (Rubbin & Babbie, 2016). The respondents were informed about the kind of data the researcher required from them, why it was needed, how they would participate, and how it would affect them. The respondents were informed that they had a free will to withdraw from the study at stage. Therefore, respondents were persuaded to willingly participate in the study. Also, the researcher gave the respondents assurance that their anonymity and confidentiality would be preserved, so the identity of all participants was protected, since their names were not written on the instruments.

Chapter Four

Presentation, Analysis and Interpretation of Findings

Introduction

This chapter contains the presentation, analysis and interpretation of data on the relationship between Head Teachers' Leadership styles, Teachers' organizational commitment and Teacher role performance in rural government-aided Secondary schools in Tororo district, Uganda. The findings were based on the perceptions of 117 teachers and 6 head teachers. The results on the demographic characteristics of the respondents are presented first, followed by descriptive, qualitative and inferential analysis.

Demographic Characteristics of the Respondents

The researcher collected information on the personal characteristics of the respondents namely; gender, education attainment, age and the period they have worked in the current school. The information is presented in Table 5.

Table 5 Demographic Information of Teachers (N=117)

Variable	Respondents		
	Category	Number	Percentages(%)
	Male	64	54.7
	Female	53	45.3
Academic Attainment	Diploma	41	35.1
	Degree	68	58.1
	Masters	8	6.8
Age	Below 30 years	10	8.5
	30-39 years	101	86.3
	40 years and above	6	5.1
Tenure	less than 5 years	34	29.1
	5-9 years	5	4.3
	10 years and above	78	66.7

Source: Primary data from the field (2024)

Gender

The respondents indicated their gender and the results in Table 4.1 show that the majority of respondents (54.7%) were male and 45.3% were female. Therefore, the information provided effectively represented both genders of Tororo District secondary school teachers.

Academic Attainment

The respondents were asked to indicate their educational attainment. The results in Table.5 show that the majority (58.1 %) had degree education. Therefore, most of the respondents had attained adequate education to ably analyse issues and hence were able to provide dependable information.

Age

In connection to age, the majority (86.3%) of respondents were 30-39 years old and so the necessary maturity and life experiences to be able to provide relevant information on the research problem.

Work Tenure

Respondents indicated the years they have been working as teachers in their particular schools. The majority (66.7 %) had been teaching for 10 years and above and this period was long enough for them to have a good understanding of the working conditions and operations of their schools. This implies that respondents were able to provide fair information about the issues that were being investigated.

Teacher Role Performance in Rural Government Aided Secondary Schools in Tororo District

In this study, the dependent variable, teachers role performance was perceived as the ability of a teacher to carry out professional undertakings effectively and was measured as a teacher providing appropriate learning activities, doing effective classroom management, evaluation and assessment; and maintaining appropriately teacher-student relationship and staff collaboration. The items with mean response ≥ 3.5 were closer to agree on the likert scale, and were therefore taken to imply that respondents agreed to doing these aspects. The findings are summarized in Table. 6

Table 6 Mean Response, SD and Ratings on Teacher Role Performance

Aspects	M	SD	Rating
<i>Teaching and learning</i>			
I do proper lesson planning.	3.66	0.71	Agree
I use a variety of audio video aids.	2.08	1.04	Disagree
I encourage students' constructive participation.	3.47	1.33	Agree
I use variety of teaching methods to enhance students' understanding	3.82	0.69	Agree
I focus on students' individuals needs during teaching.	3.46	0.66	Agree
I provide daily life examples related to topic during teaching	3.66	0.71	Agree
Score	3.36	0.86	Not sure
<i>Class Management</i>			
I involve students in development of classroom discipline rules.	3.67	0.72	Agree
I encourage students on an ideal behaviour in classroom.	3.40	0.73	Disagree
I take notice of students' unwanted actions immediately in classroom.	3.36	0.62	Disagree
I discourage students' misbehavior in a suitable way.	3.49	0.84	Agree
I use different rewards to improve classroom management.	3.58	0.86	Agree
Score	3.50	0.75	Agree
<i>Assessment</i>			
I use different assessment methods to evaluate students' learning.	3.82	2.85	Agree
I use self-made tests to assess students' learning.	3.71	0.90	Agree
I use assessment results to improve teaching process.	3.52	0.79	Agree
I share educational assessment results with students well in time.	3.72	0.90	Agree
I discuss educational assessment results with family of the students	3.10	0.84	Disagree
I maintain students' personal file/educational assessment record properly.	3.49	0.59	Agree
Score	3.56	1.15	Agree
<i>Teacher-student Relation</i>			
I maintain a pleasant relationship with all the students.	3.62	0.96	Agree
I provide an environment of trust to all students.	3.67	0.86	Agree
I pay attentions on character building of my students.	3.65	0.80	Agree
I take care about students' self-respect.	3.42	0.74	Disagree
Students discuss their learning problems with me, without any hesitation.	3.76	0.76	Agree
I give value to students' suggestions regarding process.	3.59	0.76	Agree
Score	3.62	0.81	Agree
<i>Staff collaboration</i>			
I like to work in collaboration with other colleagues of my school.	3.65	0.84	Agree
I openly discuss my teaching problems with other colleagues of my school.	3.48	0.74	Agree
I participate in collective teaching activities at school.	3.53	1.02	Agree
I participate in non-academic activities of school.	3.56	0.94	Agree
Teachers of my school support me to improve my professional performance.	3.40	1.15	Disagree
Score	3.52	0.93	Agree
Overall score	3.52	0.27	Agree

Source: Primary data from the field (2024)

Key: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree

The results in Table.6 show that generally teachers agreed ($M = 3.52$, $SD = .27$) to performing their work roles diligently.

With regard to teaching and learning, they agreed that they do proper lesson planning ($M = 3.66$, $SD = .71$), encourage students' constructive participation ($M = 3.47$, $SD = 1.33$), use a variety of teaching methods to enhance students' understanding ($M = 3.82$, $SD = .69$), focus on

students' individual needs during teaching ($M = 3.46$, $SD = .66$) and provide daily life examples related to the topic during teaching ($M = 3.66$, $SD = .71$).

As far as Class management is concerned, the teachers agreed that they involve students in developing of classroom discipline rules ($M = 3.67$, $SD = .72$), use different rewards systems to improve classroom management ($M = 3.58$, $SD = .86$) and discourage students' misbehavior in a suitable way ($M = 3.49$, $SD = .84$).

With regard to learner assessment, the teachers agreed that they use different assessment methods to assess students' learning ($M = 3.82$, $SD = 2.85$), use self-made tests to assess students' learning ($M = 3.71$, $SD = .90$), use assessment results to improve the teaching process ($M = 3.52$, $SD = .79$), share educational assessment results with students well in time ($M = 3.72$, $SD = .90$) and maintain students' personal educational assessment records properly ($M = 3.49$, $SD = .59$).

In connection to Teacher-student relations, the teachers indicated that they maintain a pleasant relationship with all the students ($M = 3.62$, $SD = .96$), provide an environment of trust to all students ($M = 3.67$, $SD = .86$), pay attention on character building of their students ($M = 3.65$, $SD = .86$), take care about students' self-respect ($M = 3.42$, $SD = .74$), students discuss their learning problems openly with them, without any hesitation ($M = 3.76$, $SD = .76$) and give value to students' suggestions regarding the learning process ($M = 3.59$, $SD = .76$).

As far as Staff collaboration is concerned, teachers agreed that they like to work in collaboration with other colleagues of their school ($M = 3.53$, $SD = 1.02$), openly discuss their teaching problems with other colleagues of their school ($M = 3.48$, $SD = .74$), participate in collective teaching activities at school ($M = 3.56$, $SD = .94$), and participate in non-academic activities of school ($M = 3.56$, $SD = .94$),

Nevertheless, the teachers disagreed that they use a variety of audio video aids ($M = 2.08$, $SD = 1.04$), discuss educational assessment results with family of the students ($M = 3.10$, $SD = .84$), encourage students to behave well in the classroom ($M = 3.40$, $SD = .73$), take notice

of students' unwanted actions immediately in the classroom ($M = 3.36$, $SD = .65$) and colleagues supported them to improve their professional performance ($M = 3.53$, $SD = 1.01$).

Generally, respondents agreed that they did better in Teacher-student relations, Staff collaboration and Class management than in teaching and learning and learner assessment. The researcher then examined the general distribution of data on Teacher Role Performance using the normal curve. The findings are shown in *figure.1*.

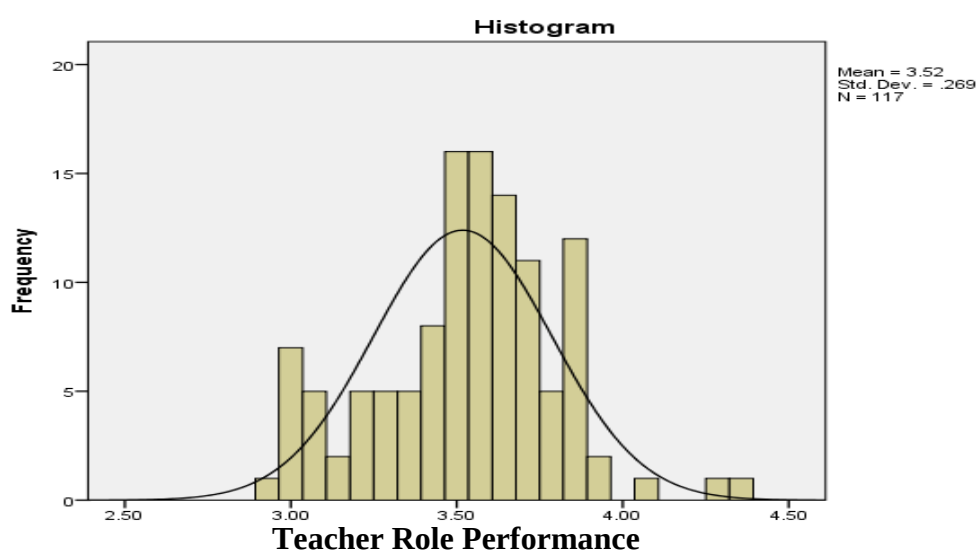


Figure 2 General Distribution on Teacher Role Performance

The curve in *Figure.2* being bell shaped, further confirmed that data on Teacher role performance was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

The views of head teachers on teacher role performance were rather mixed but generally indicated their teachers strive to do their best amidst difficult work environment indicated below:

The school provides monetary rewards for each distinction scored in UNEB at O'level exams. These practices have increased the willingness of our teachers to go an extra mile to help learners (Head teacher 2)

Another head teacher indicated that they provide some top up allowances for teacher who are dedicated and have served the school for some time as below:

These days, things are tough for us ever since Government increased salaries for science teachers, our arts teachers threaten to leave us any time. We are also trying to do something so that we keep them with us. Our arts teachers have now increased morale to prepare for lessons and even do remedial teaching because we have given them better conditions of work (Head teacher 4).

Head teacher 1 explained a good method they use to enhance the role performance of their teachers; He elaborated;

We often use our school based experienced teachers who personally know the weakness of some teachers to identify where they are doing well and commend and identify their weak areas and show them how they can improve. In in this way, teachers show a positive view of performance improvement from their fellow colleagues (Head teacher 1).

Head Teachers' Leadership Styles in Rural Government Aided Secondary Schools in Tororo District

The independent variable Head teachers' leadership styles was measured as the approaches the head teachers use when giving individual teachers timely directions, mentoring and empowerment to undertake their teaching responsibilities to the best of their abilities to achieve school goals and objectives. In this study, it was operationalized as Democratic, transformational leadership styles and mentoring practice. The findings are summarized in

Table 7 Mean Response, SD and Ratings on Head teachers' leadership Styles

Aspects	Mean	SD	Rating
<i>Democratic</i>			
My head teacher upholds a friendly working relationship with subordinates.	3.20	1.21	Not sure
My head teacher does things to make it pleasant to be a member of the team.	3.35	1.04	Not sure
My head teacher says things that inspire teachers.	3.73	.98	Agree
My head teacher helps teachers overcome problems that stop them from carrying out the tasks.	3.42	1.02	Not sure
My head teacher behaves in a manner that is thoughtful of teachers' personal needs.	3.24	1.63	Not sure
My head teacher attempts to meet my needs.	3.43	1.43	Not sure
My head teacher knows me well enough to know when I have concerns bothering me.	3.26	1.45	Not sure
My head teacher tries to understand my point of view when I speak to him.	3.61	1.22	Agree
My head teacher tries to meet my needs in such ways as informing me of what is expected of me when working.	2.92	1.26	Not sure
I can rely on my head teacher when I ask for help, for example, if things are not going well between me and my colleagues.	3.11	1.61	Not sure
I can rely on my head teacher to be open to any remarks I may make to him/her.	3.14	1.23	Not sure
My head teacher encourages me even in difficult situations.	3.23	1.23	Not sure
My head teacher makes it a point to express appreciation when I do a good job.	3.36	1.05	Not sure
My head teacher respects me as a person.	3.51	1.02	Agree
My head teacher has time to listen to me.	3.13	1.21	Not sure
My supervisor recognizes my strengths and areas for development	3.17	1.23	Not sure
Score	3.30	1.24	Not sure
<i>Transformational</i>			
With the head teacher we agree on the objectives (task) on which to be supervised.	3.27	1.47	Not sure
The objectives on which to be supervised are thoroughly explained	3.50	1.38	Not sure
Supervision sessions are laid out.	2.93	1.41	Not sure
The activities on which I am supervised are goal driven.	2.86	1.29	Not sure
My head teacher gives me the opportunity to discuss inadequacies in supervision.	3.30	1.32	Not sure
The head teacher gives guidance for achieving better work performance.	3.04	1.59	Not sure
The head teacher revolve around how to make this school the best	3.50	.95	Agree
The head teacher focuses on making teachers work hard.	3.32	1.21	Not sure
Score	3.22	1.33	Not sure
<i>Mentoring</i>			
My head teacher takes a personal interest in my career.	2.97	1.53	Not sure
My head teacher helps me coordinate my professional goals.	2.95	1.51	Not sure
My head teacher devotes special time to my career.	3.06	1.29	Not sure
My head teacher gives special attention to my career development.	3.44	1.46	Not sure
I do share personal problems with my head teacher.	2.72	1.61	Not sure
I confide in my head teacher.	2.86	1.82	Not sure
I consider my head teacher to be a friend.	2.88	1.34	Not sure
I try to model my behavior after my head teacher.	2.56	1.21	Not sure
I admire my head teacher's ability to motivate others.	2.95	1.85	Not sure
I respect my head teacher's ability to teach others.	2.86	1.21	Not sure
Score	2.93	1.48	Not sure
Overall score	3.17	1.27	Disagree

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in Table. 7 show that generally teachers were not sure ($M = 3.17$, $SD = 1.27$) whether they were receiving the necessary Head teacher leadership.

With regard to democratic leadership, the were not sure ($M = 3.33$, $SD = 1.24$) whether their head teachers provided it. They were not sure their head teacher helps teachers overcome problems that stop them from carrying out the tasks ($M = 3.42$, $SD = 1.02$), behaves in a manner that is thoughtful of teachers' personal needs ($M = 3.24$, $SD = 1.63$), tries to meet their needs ($M = 3.43$, $SD = 1.43$) and knows me well enough to know when they have concerns bothering them ($M = 3.26$, $SD = 1.45$). However, they agreed their head teacher says things that inspire them ($M = 3.73$, $SD = .98$), tries to understand their point of view when they speak to him ($M = 3.61$, $SD = 1.22$), and respects them as a person ($M = 3.63$, $SD = .78$).

In connection to Transformational leaderships, respondents were not sure ($M = 3.22$, $SD = 1.23$), whether their head teacher applies it. They were not sure whether their head teacher agrees on the objectives (task) on which to be supervised ($M = 3.27$, $SD = 1.47$), objectives on which to be supervised are thoroughly explained ($M = 3.50$, $SD = 1.38$), Supervision sessions are laid out ($M = 2.93$, $SD = 1.41$), gives them the opportunity to discuss in adequacies in supervision ($M = 3.30$, $SD = 1.32$). They on the other hand agreed that head teacher goes around to make the school the best ($M = 3.50$, $SD = .95$).

As far as Mentoring is concerned, respondents indicated they not sure ($M = 2.93$, $SD = 1.48$), they received mentoring form their head teacher. They were not sure head teacher takes a personal interest in their career ($M = 2.97$, $SD = 1.53$), helps me coordinate my professional goals ($M = 2.95$, $SD = 1.51$), consider their head teacher to be a friend ($M = 2.88$, $SD = 1.38$), admire head teacher's ability to motivate others ($M = 2.95$, $SD = 1.85$) and respect their head teacher's ability to teach others (mean = 2.86, $SD = 1.21$). Generally, respondents received more democratic leadership that transformational and mentoring.

The researcher then ascertained the normality of results on Head teachers' leadership styles, the findings are shown in *figure.3*.

Headteachers' Leadership Styles

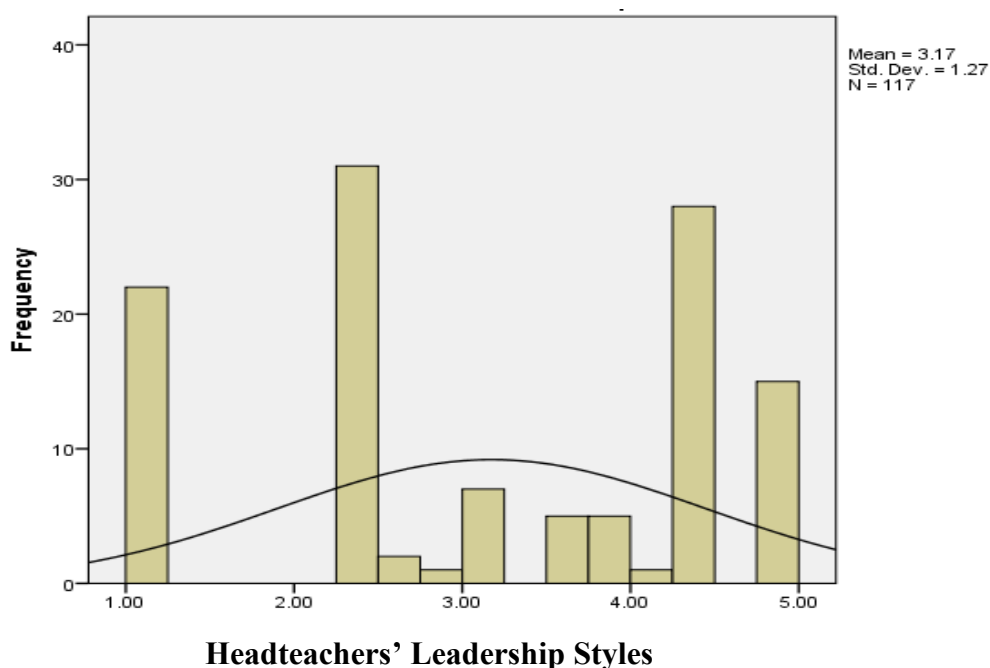


Figure 3 Histogram for Head teachers' leadership styles

Figure.3 confirms that data on Head teachers' leadership styles was normally distributed and suitable for inferential analysis.

On provision of appropriate leadership to teachers, interviews with head teachers showed that they were aware of their roles in providing supervision and training to teachers but had some challenges related to skills and teacher attitude.

For example, HT 3 indicated how their school provides leadership so as teachers willing accept it. She said;

In our school we have regular support supervision because we sit down with teachers and come up with more practical ways of improving their performance. Heads of departments have been helpful since they willingly collect evidence on performance, guide teachers and provide actionable feedback so as to help our students excel (Head teacher 3).

As far as the approaches used by head teachers are concerned, HT 4 added that;

We use the one-on-one approach, where the head teacher draws a program with the teachers and they are supervised by the deputy head teachers to ensure that they prepare well, conduct engaging lessons and do focused learners' assessment (**Head teacher 4**).

Some head teachers expressed difficulties in giving teachers leadership. A long serving head teacher intimated;

The MoES should give HTs more authority to discipline; even using suspension of teachers who fail to implement suggested changes by their supervisors. We often suggest to teachers, better ways of doing things and they do nothing. I am aware that some time we head teachers use wrong approaches to teacher mentoring. Hence, Head teachers should be encouraged to take a leading role by first being friendly to teachers so that they don't feel like they are policing them (Head teacher 5).

Head teachers complained of lack of support from educational managers at the authority level.

Head teacher 3 complained that;

The suggestions of HTs on enhancing head teacher leadership in secondary schools are not usually taken seriously by the MoES. Also, teachers usually feel overworked due to the large student numbers they need to assess and have little recreation to alleviate the pressures. So, it is up to individual teachers to work on improving their role performance (Head teacher 3).

Regarding enhancing the skills of head teachers, head teacher 5 added that;

We hired experts to give us training in how to do effective leadership since some of our techniques had become outdated. All school administration staffs (head teacher, deputies, HODs, DOS) should have

the competence to be fully engaged and committed to Solidifying teachers' success (Head teacher 5).

Teachers' organizational Commitment in Rural Government Aided Secondary Schools in Tororo District

Teachers' organizational commitment, the second independent variable, was measured as affective commitment (a teacher having strong interest in their work place) and normative commitment (showing passion and dedication to their job). The findings on this aspect are shown in Table. 8

Table 8 Mean Response, SD and Ratings on Teachers' Organizational Commitment

Aspects	Mean	SD	Rating
<i>Affective</i>			
I feel a strong emotional bond with this school.	2.20	1.35	Disagree
I feel proud to be a member of this school.	2.33	1.41	Disagree
I genuinely care about the well-being of this school.	2.70	1.81	Not sure
This school has become a significant part of my life.	2.17	1.42	Disagree
I often think about how much I value my membership in this school.	2.32	1.31	Disagree
Score	2.34	1.46	Disagree
<i>Normative</i>			
I have invested too much in terms of time and effort to easily leave this school.	3.40	1.41	Not sure
The thought of leaving this school makes me anxious about potential losses.	4.22	0.42	Agree
I feel a sense of obligation to stay with this school because of the investments I've made.	4.24	0.52	Agree
The perks and benefits I receive from this school make it challenging to consider leaving.	3.47	1.63	Agree
I have too much at stake to easily walk away from this school.	3.36	1.31	Not sure
Score	3.74	1.06	Agree
Overall score	3.05	0.95	Disagree

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in Table.8 show that generally teachers ($M = 3.05$, $SD = 0.95$) were not sure whether they were committed to their teaching roles.

As far as affective commitment is concerned, they disagreed ($M = 2.34$, $SD = 1.46$), they liked their careers and schools. They disagreed that they feel a strong emotional bond with their school ($M = 2.20$, $SD = 1.35$), are proud to be a part of their school ($M = 2.33$, $SD = 1.41$),

genuinely care about the well-being of their school (mean = 2.70, SD = 1.81) and often think about how much they value their membership to their school ($M = 2.32$, $SD = 1.31$).

In connection to normative commitment, respondents agreed ($M = 3.74$, $SD = 1.06$), had no intentions to leave the teaching profession. They agreed the thought of leaving their school makes them anxious about potential losses. ($M = 4.22$, $SD = 0.42$), feel a sense of obligation to stay with their school because of the investments they have made. ($M = 4.24$, $SD = .52$) and incentives and benefits they receive from their school make it challenging to consider leaving ($M = 3.47$, $SD = 1.63$).

The results show that while teachers had some attachment to their schools, they had limited interest in career. The researcher then examined the general distribution of data on Teachers' organizational commitment. The findings are summarised in *figure. 4*

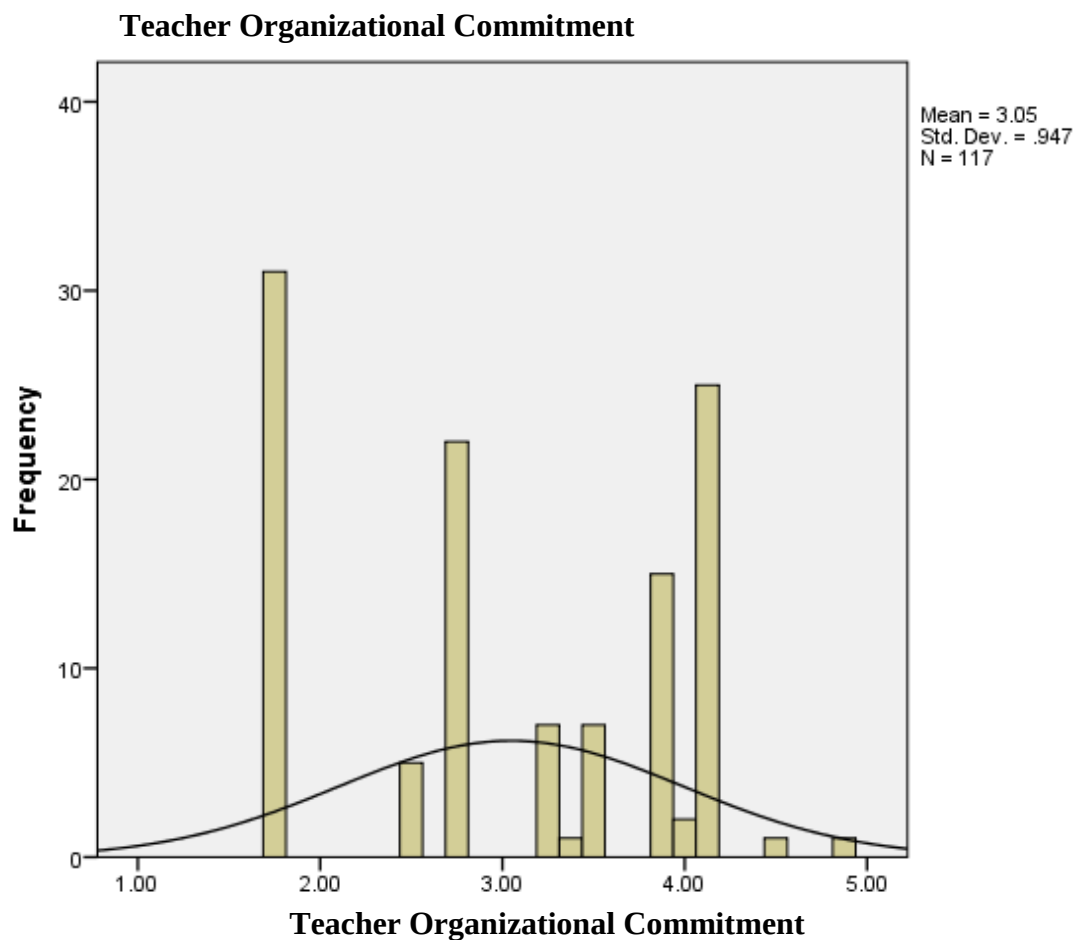


Figure 4 General Distribution on Teachers' Organizational Commitment

Figure .4 confirms that data on teachers' organizational commitment was normally distributed and suitable for inferential analysis.

On the issue of teachers' organizational commitment, the majority (4/6) head teachers indicated it was low. Head teacher 1 complained that;

My teachers are so rigid and insensitive to the needs of students. They often do not want to deconstruct old teaching practices to improve their own teaching pedagogy. They just do what is simple and routine (Head teacher 1).

Regarding teachers accepting the guidance from their school- based supervisors, a head teacher 4 also complained that;

I am unable to discipline teachers who refuse to apply good teaching methods we discuss in our school meetings because they have low morale for teaching. The DEO is also not able to give us support. My role in lesson reviewing, teachers' lesson preparation and instructional plans has been made very difficult (head teacher 4)

Another Head teacher added that;

Most teachers in my area do not have lunch and reference materials, so they feel depleted and thus have low motivation to do any professional development. we usually have many of our teachers needing comfort to cope with poor work relationships and health problems, so they often put forth little effort to improve their teaching (Head teacher 4).

On the issue of interest in professional development by teachers, head teacher 2 school added that;

We used to have a joint workshop for on modern teaching methods at a sub-

county status where schools came together and discussed issues affecting their role performance and got solutions. Experienced staff would be brought on board to provide strategies to junior teachers to ensure high status of engagement in work at a quality standard. But all this has stopped due to low attendance by teachers (Head teacher 2).

Relationship between Head Teachers' Leadership styles, Teachers' Organizational Commitment and Teacher Role Performance

In connection to objectives one and two, the researcher examined whether and the extent to which Head Teacher Leadership Style, Teachers' Organizational Commitment and Teacher Role Performance were related. The relationship was examined using Pearson correlation. The findings are summarized in Table.9

Table 9 Correlation Matrix for Head Teaches' Leadership Styles', Teachers' Organizational Commitment and Teacher Role Performance

Variables	1	2	3
1- Teacher Role Performance	1		
2-Head Teachers' leadership styles	.71**	1	
3-Teachers' organizational commitment	.58**	.74**	1

Objective One: relationship between Head Teachers' Leadership style and Teacher Role Performance in rural government-aided Secondary schools in Tororo district

The first objective of the study was to assess the relationship between Head teachers' leadership styles and teacher role performance in rural government-aided Secondary schools in Tororo district. The researcher had hypothesized that Head teachers' leadership styles is significantly related to teacher role performance in government-aided Secondary schools in Tororo district.

The aspects of supportive supervision rendered that contributed to this relationship were

head teachers inspire teachers ($M = 3.73$, $SD = .98$), understand and respecting their view points ($M = 3.61$, $SD = 1.22$) respecting them as a person ($M = 3.63$, $SD = .78$). as a result of this action by head teachers, teachers were able to manage students' discipline in a suitable manner $M = 3.49$, $SD = .84$) and better their professional performance ($M = 3.43$, $SD = .57$). The head teachers took time to personally visit teachers in the classes and staffroom ($M = 3.50$, $SD = .95$) and commended teachers and indicate their points for improvements ($M = 3.51$, $SD = 1.38$). This enabled teacher to use different rewards to improve classroom management ($M = 3.58$, $SD = 0.86$) and discuss student's learning problems, without any hesitation ($M = 3.76$, $SD = 0.76$). Hence, when the head teacher exchanges professional development views with the teachers on teaching preparation and learner assessment stages helps them improve on the lesson delivery in relation to the curriculum interpretation and the specific content to be taught.

The Pearson correlation coefficient in Table. 9 revealed that a high and significant relationship ($r = .71$, $p < .01$), existed between Head teachers' leadership styles and teacher role performance. This means that the more teachers received the guidance, support and supervision of head teachers, the more likely they were to be dedicated to their teaching roles. So Head teachers' leadership styles increases role performance of secondary school teachers. Consequently, the first study hypothesis that Head teachers' leadership styles is significantly related to teacher role performance in government-aided Secondary schools in Tororo district was retained.

Objective Two: Teachers' Organizational Commitment and Teacher Role Performance in government-aided Secondary schools in Tororo district

The second objective of the study was to assess the relationship between Teachers' organizational commitment and Teacher role performance in rural government-aided Secondary schools in Tororo district. The researcher had hypothesized that Teachers' organizational commitment is significantly related to Teacher role performance in rural government-aided Secondary schools.

It was Generally found that secondary school teachers in rural areas in Tororo district, have high normative ($M = 3.74$, $SD = 1.06$) and low affective ($M = 2.34$, $SD = 1.46$) commitment to the teaching profession. Normative commitment arose from feelings that they could not leave the teaching profession ($M = 3.74$, $SD = 1.06$), because they had made significant investments in it ($M = 4.24$, $SD = .52$). So, they were more attached to the career than the schools, even though they got incentives and benefits from their school ($M = 3.47$, $SD = 1.63$). They had just average attachment to the teaching profession, since their schools, lacked a positive work environment that endears an employee to his career

The Pearson correlation coefficient in Table 4.5 revealed that a moderate significant relationship $r(115) = .58$, ($P < 0.01$), existed between Teachers' organizational commitment and Teacher role performance. This means that the more teachers committed themselves to their profession and work place, the more likely they were to be dedicated to their professional roles. So Teachers' organizational commitment increases job performance of secondary school teachers. Consequently, the second study hypothesis that Teachers' organizational commitment is significantly related to teacher role performance in government-aided Secondary schools in Tororo district was retained.

Objective Three: The predictive Potential of Head teachers' leadership styles and Teachers' Organizational Commitment on and Teacher Role Performance in government-aided Secondary schools in Tororo district

The third and last objective of the study was to establish the predictive potential of Head Teachers' Leadership Styles and Teachers' organizational commitment on Teacher role performance in rural government-aided Secondary schools in Tororo district. The researcher had hypothesized that Head Teachers' Leadership Styles and Teachers' Organizational Commitment positively predict Teacher role performance in government-aided Secondary schools in Tororo district.

Multiple regression analysis was used to test whether Head Teachers' Leadership and Teachers' organizational commitment predicted teacher role performance. The findings are summarized in Table.10.

Table 10 Multiple Regression of Teacher Role Performance on Head teachers' leadership Styles and Teachers' Organizational Commitment

Variables	Standardized Coefficients	Significance
	Beta (β)	(p)
Head Teachers' Leadership Styles	0.54	0.000
Teachers' Organizational Commitment	0.21	0.000

Note. $R^2 = 0.547$, Adjusted $R^2 = 0.521$, $F = 20.245$, $p = 0.000$

a. Dependent Variable: Teacher Role Performance

Predictors: Head teachers' leadership Styles and Teachers' Organizational Commitment

The Results in Table.10 show that Head teachers' leadership styles and Teachers' Organizational Commitment explained 54.7 % of the variation in teacher role performance ($R^2 = .547$). This means that 45.3 % of the variation in teacher role performance was accounted for by other factors not considered under this model. It was head teachers' leadership styles ($\beta = 0.54$, $p = 0.000 < 0.05$) that had a bigger contribution than teachers' organizational commitment ($\beta = 0.21$, $p = 0.000 < 0.05$) on teacher role performance. Hence the leadership approach from head teachers is a very important factor in Teacher role performance in rural government-aided Secondary schools in Tororo district. Hence the third study hypothesis that Head Teachers' Leadership Style and Teachers' Organizational Commitment positively predict Teacher role performance in government-aided Secondary schools in Tororo district was retained.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter presents the discussion, conclusion, and recommendations as per the study objectives. The chapter also presents the study limitations, study contribution and areas for further research.

Discussion

This section gives a detailed discussion of results on the part played by Head Teachers' Leadership Styles and Teachers' Organizational Commitment in Teacher Role Performance in rural government-aided Secondary schools in Tororo district.

Objective One: relationship between Head Teachers' Leadership Styles and Teacher Role Performance in rural government-aided Secondary schools in Tororo district

In connection to the first objective, assessing the relationship between Head teachers' leadership styles and teacher role performance in rural government-aided Secondary schools in Tororo district. It was revealed that a high and positive relationship existed between Head teachers' leadership styles and teacher role performance. Head teachers, providing democratic and transformational supervision and guidance to teachers had a positive and significant relationship with the role performance of teachers. According to Mizzi (2013), through supportive supervision in leadership, teachers can transform the curriculum content into pedagogical content knowledge appropriate for effective instruction.

Head teachers in Tororo also provided some joint consultation with teachers and agreement upon the course of action involving lower supervisors such as HODs and DOS. This finding agreed with Osae-Apenteng (2012) who said that supervisors were mandated to develop programs of instructional supervision and also provide opportunities for departmental members to improve their instructional process. Since the coordination and

implementation of curriculum; and ensuring performance standards in schools is squarely the responsibility of HODs (Manaseh, 2016), they play pivotal roles in ensuring that teachers within the department are supported professionally at school so that learning outcomes are improved. On this issue Waswas and Jwaifell (2019) suggest that its good for school heads together with senior teachers to generate policies for their staff development and also create an inviting school atmosphere that enhances trust amongst teachers and administrators so that ownership of the programs by teachers is exercised.

According to Zepeda and Mayers (2014), for head teachers to effectively do their leadership roles they have to provide best care to teachers and communicate clearly and regularly with the teachers otherwise frustration and disappointment for both parties will arise. The provision of relevant support supervision services also requires experienced and knowledgeable administrators whose trust should be influential in the teacher's classroom practices. Research according to Murphy and Torff (2012) also suggests that head teachers need to be confident in their abilities as leaders if they are to foster the effective role performance of their teachers.

In Tororo district rural government-aided secondary schools, it was manifested that school leadership was rarely involved in attending to the teachers' challenges. Yet Sule et al (2015) advise that instructional leadership in schools is effective when administrators monitor teachers by formally and informally visiting their classrooms while gathering information about their performance and then meeting to discuss with them and align identified teacher needs towards their professional development (Awiti & Raburu, 2013). Hence for this collaborative approach to take the course, it is prudent for the duo to embrace teamwork and ensure that shared values in an organization result in collaboration, collegiality and interaction.

When coming up with the course of action, the head teacher ought to involve teachers in decision making process that enables them to own and feel responsible for implementing

something they have suggested. This approach was more helpful to teachers who have mastered their content and are well trained to guide learners to develop knowledge through their own experiences, which was the case in the study sample. As shown by Hoojqan et al (2015), the one-to-one goal discussion with the head teacher helps the teachers understand their professional demands.

Head teachers should be able to jointly set goals with the teachers so that teachers are made aware of what is expected of them to perform their role highly. Head teacher leadership style should therefore be based on set goals for effective evaluation of performance. This agrees also with the path goals theory which emphasizes a specifically defined role for every individual within a social system with specific expectations which influence the way an individual behaves and performs within the system. School administration and management must clearly define roles and expectations for individual teachers and play their supervisory role to enhance and direct teacher role performance.

Objective Two: The Relationship between Teachers' Organizational Commitment and Teacher Role Performance in government-aided Secondary schools in Tororo district

As far as the second objective of the study is concerned; to assess the relationship between Teachers' organizational commitment and Teacher role performance in rural government-aided Secondary schools in Tororo district, moderate positive and significant relationship was found between Teachers' organizational commitment and Teacher role performance.

It was Generally found that secondary school teachers in rural areas in Tororo district, have moderate organizational commitment. They had just average attachment to the teaching profession, since their schools, lacked a positive work environment that endears an employee to his career. This concurred with Karakus and Aslan (2019) who affirmed that employees with burdens and responsibilities may negatively affect their attachment to their profession, increasing the perceptions to leave the profession. Also, as indicated by Gore et al (2018), school leaders in Tororo district may have made little efforts to detect and restore the defects

within the organizational commitment construct and reinforce employees' attachment to the teaching career in all aspects. This conclusion collaborates Yangaiya and Abubakar (2019), who said that when administrators are not sensitive to situations that might impact on the employees' psychological states (commitment) and act appropriately for the sake of organizational objectives, commitment by employees may significantly fall.

Teachers lacked Altruistic motivations of wanting to make a worthwhile contribution to the lives of students and according to Tschannen-Moran (2019) this aspect is often important in increasing teacher role commitment even in the face of difficulties. The head teachers did not report their teachers having extrinsic motivations such as finding teaching being intellectually stimulating (Thurlings, et al, 2015), and teaching being a calling as commitment focuses for teachers. Hence it is undertone why they had low affective commitment.

Objective Three: The predictive Potential of Head teachers' leadership styles and Teachers' organizational Commitment on and Teacher Role Performance in government-aided Secondary schools in Tororo district

In connection to the third objective of establishing the predictive potential of Head Teachers' Leadership styles and Teachers' Organizational Commitment on Teacher Role Performance in rural government-aided Secondary schools in Tororo district, it was found that Head teachers' leadership styles and Teachers' Organizational Commitment explained 54.7 % of the variation in teacher role performance , with head teachers' leadership styles making a bigger contribution than teachers' organizational commitment .This agreed with Caniëls et al (2018), who said that that leadership support from the subordinate's immediate supervisor can positively affect their organizational commitment leading to better role performance . Therefore, when the head teacher focuses upon the broader career of his or her teachers, they will be positively guided towards a broader career thinking too and are likely to implement the guidance given to become better professionals.

The fact that both Head teachers' leadership styles and Teachers' Organizational

Commitment contributed to more than half of teacher role performance, showing their complementary role in improving teacher role performance. These findings agreed with Brew and Machiha (2019), who said that school management, in particular one's immediate supervisor, should focus upon facilitating career growth across working life, which helps in enhancing workers' competences throughout their life-span. This could indicate that learning activities within the workplace context have a larger impact on occupational expertise, career interest and role performance.

It can be concluded that positive head teacher leadership in terms of transformational democratic and mentoring enables teachers exhibit discretionary actions that go beyond their functions and have a desire and passion to continue and uphold the teaching profession, which contributes to better role performance. This implies that leadership styles play a transactional relationship between teachers' organizational commitment to enhance teacher role performance. Therefore, in line with Tschannen-Moran (2019), good head teacher leadership approaches do increase the likelihood of teachers developing commitment to their careers and using it to enhance their role performance. This was found to be true for secondary school teachers in Tororo district.

Conclusions

The study concluded that leadership approaches play a pivotal role in bridging the gap between teachers' organizational commitment and teacher role performance. The school heads who exhibited transactional and democratic leadership traits in their leadership improved the role performance of their teachers. The Pearson correlation coefficient revealed a high and significant relationship $r(115) = .71, P < 0.01$, that existed between Head teachers' leadership styles and teacher role performance. This means that the more teachers received the guidance, support and supervision of head teachers, the more likely they were to be dedicated to their job roles. So Head teachers' leadership styles increases role performance of secondary school teachers.

The study further found low normative and affective commitment among teachers to their profession in rural areas in Tororo district. They had average attachment to the teaching profession, since their schools, lacked a positive work environment that endears an employee to their career, so their job performance was average. The Pearson correlation coefficient revealed that a moderate significant relationship $r(115) = .58, (P < 0.01)$, existed between Teachers' organizational commitment and Teacher role performance. implying that the more teachers committed themselves to their profession, the more likely they were to be dedicated to their teaching roles.

Recommendations for action

Based on the findings,

The study recommends that the Ministry of Education and Sports should intensify training programmes for head teachers in Education Management and Leadership in order to build the capability of school leaders.

Secondary school head teachers should focus more on mentoring, competence building and professional development rather than only compliance with educational standards. Head teacher leadership in rural secondary schools should be a professional development practice rather than a ritual and a monitoring and standards enforcement activity of government, and teachers will take it seriously. There should be interchange of opinions about problems and generation of possible actions by both the head teachers and the teachers during supervision enables teachers to understand how and the importance of effectively doing their key job tasks.

Teachers' organizational commitment in secondary schools has room to fully contribute to effective teacher role performance by enabling teachers to be more cognitively, emotionally, and behaviorally connected to their teaching roles. The National Teachers' Policy (NTP) professional profile of Uganda should have aspects that encourage teachers to invest enough time and mental and physical energy into their key job tasks. Thus, teachers ought to devote more time to preparing for their teaching and organize their classroom to encourage a positive

learning environment by creating learning resources and displays that make learning interesting.

For Head teachers' leadership styles to make a better contribution to teacher role performance, they should be based on the head teachers' collaboration, consultation and coordination with teachers among all key actors. This will eventually make it a performance and professional development focus so as to play a significant role in improving the role performance of Secondary school teachers in Uganda.

Head teachers should be given regular leadership in-service training; the way it was for primary schools under TDMS to acquire better approaches to conducting more collegial performance-enhancing leadership. This will make head teacher leadership more professional development rather than compliance minded. It will thus provide positive work environment by building trust between the supervisor and supervisee; hence empowerment of a teacher builds up their capacity to perform their duties with little or no supervision.

The district education authorities should emphasis Teacher Performance-focused leadership approaches in government-aided secondary schools in Tororo district. In order to build intrinsic behaviors in teachers that are performance and task oriented, there should be a frequent and cordial interchange of opinions about teacher performance problems and a generation of possible actions by both the head teachers and the teachers.

The head teachers should seek and listen to the teachers' perceptions of performance concerns and finally suggest a better course of action acceptable to the teachers. In this way, teachers will be more concerned with being professional rather than just doing what the administrators of education want.

To further provide an enabling job performance environment, it is prudent that the overall head teacher leadership approach should be changed from being compliance and standards-driven to professional development orientation. The ministry of education and sports needs to change policy guidelines, offer training to head teachers.

It is recommended that mentoring should be made by MOE&S a key leadership practice in secondary schools. The school leadership from the outset should be involved in informing all teachers about the nature and content of the mentoring program so that informed choices are made by the teachers voluntarily.

Suggestions for Further Research

The researcher suggests the following further research areas to find more information on the role played by head teacher leadership and teachers' organizational commitment in teacher role performance;

1. The role of the School Boards of governors in head teachers' leadership paradigm in education should be investigated and clarified.
2. This study used the Concurrent Triangulation research design. Other studies could use other study designs to investigate the problem further.
3. The study was carried out in rural government-aided secondary schools in Tororo district considering nine schools only; therefore, a similar study can be done at National level in order for more generalization of results.

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TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: OLET MARTIN DICK Reg. BU/GS20/EDM/16

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on Head teachers' Leadership Styles and Teachers' Organizational Commitment as predictors of Teacher role performance in rural government-aided secondary schools, Tororo district.

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
FACULTY DEAN

Appendix B: Consent Form for the Questionnaire

Research Title: Head Teachers' Leadership Styles, and Teachers' Organizational Commitment as Predictors of Teacher Role Performance in Rural Government- Aided Secondary Schools in Tororo District, Uganda

Researcher: Martin Dick Olet

Mobile: 0788807119

E-mail: oletmartin@gmail.com

Dear Respondent,

I fully understand that I am free to accept or decline to participate in the study; terminate participation in this study anytime without any penalties. I have granted the researcher permission to include me as a respondent to the questionnaire. I am aware that it will take about 15 minutes to complete the questionnaire, my time will not be compensated and am free to take a copy home for consultation. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. Given the public nature of the school setting, I am aware that total confidentiality of the individual participants at the institution may not be guaranteed. I understand that the researcher will retain all rights to the publication of any data collected in the process. In case of any questions, compliments or complaints prior to, during or after this study, I am free to contact the researcher on: **0788807119**. My dated signature below confirms my consent for me to be part of the study.

Participant Signature/Thumb print.....Date.....

witness's Signature.....Date.....

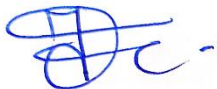
Appendix C: Self-Administered Questionnaire for teachers of Government-Aided Secondary Schools in Tororo district 69

Dear respondent,

Introduction

I am **Martin Dick Olet** of Busitema University carrying out a master's degree in Master of Education Leadership and Management. I am currently doing research on the topic "*Head Teachers' Leadership Styles and Teachers' Organizational Commitment as Predictors of Teacher Role Performance in Rural Government- Aided Secondary Schools in Tororo District, Uganda*". I kindly request you to participate in the study by filling the questionnaire to the best of your knowledge. The information provided will be treated confidentially and will be used strictly for academic purposes. Please endeavour to return the completed questionnaire through the same person that delivered it to you. Thanks for participation.

Yours sincerely,



.....

Martin Dick Olet

Section A: Demographic Characteristics of Respondents (DCR) (tick where appropriate).

In this section, you are requested to provide factual information about yourself. Please, tick the most appropriate from the alternatives provided.

DCR1: What is your sex? 1. Male ☐ 2. Female ☐

DCR2: What is your highest academic qualification? 1. Diploma ☐ 2. Degree ☐
3. Master ☐

DCR3: What is your age group? 1. Below 30 years ☐ 2. 30 but below 40 years ☐
3. 40 and above years ☐

DCR4: For how long have you been serving in this school? 1. Below five years ☐
2. 5 years but less than 10 years. ☐ 3. 10 years and above. ☐

Section B: Dependent variable: Teacher Role performance:

This part provides items on five distinct aspects of teacher role performance namely; teaching and learning, class management, assessment, teacher-student relationship, and staff collaboration. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5=Strongly agree.

Teaching and learning (TL)		1	2	3	4	5
TL1	I do proper lesson planning of teaching process.					
TL2	I use variety of audio video aids in teaching-learning process.					
TL3	I encourage students' constructive participation in teaching-learning process.					
TL4	I use variety of teaching methods to enhance students' understanding about topic.					
TL5	I focus on students' individuals needs during teaching-learning process.					
TP6	I provide daily life examples related to topic during teaching-learning process.					
Class Management (CM)		1	2	3	4	5
CM1	I involve students in development of classroom discipline rules.					
CM2	I encourage students on an ideal behaviour in classroom.					
CM3	I take notice of students' unwanted actions immediately					

	in classroom.					
CM4	I discourage students' mischiefs in a suitable way.					71
CM5	I use different rewards to improve classroom management.					
Assessment (A)		1	2	3	4	5
A1	I use different assessment methods to assess students' learning.					
A2	I use self-made tests to assess students' learning.					
A3	I use assessment results to improve teaching process.					
A4	I share educational assessment results with students well in time.					
A5	I discuss educational assessment results with family of the students.					
A6	I maintain students' personal file/educational assessment record properly.					
Teacher-student Relation (TSR)		1	2	3	4	5
TSR1	I maintain a pleasant relationship with all the students.					
TSR2	I provide an environment of trust to all students.					
TSR3	I pay attentions on character building of my students.					
TSR4	I take care about students' self-respect.					
TSR5	Students discuss their learning problems with me, without any hesitation.					
TSR6	I give value to students' suggestions regarding process.					
Staff collaboration (SC)		1	2	3	4	5
SC1	I like to work in collaboration with other colleagues of my school.					
SC2	I openly discuss my teaching problems with other colleagues of my school.					
SC3	I participate in collective teaching activities at school.					
SC4	I participate in non-academic activities of school.					
SC5	Teachers of my school support me to improve my professional performance.					

Section C: Independent variable one: Head Teachers' Leadership Styles:

This part provides items on three distinct aspects of head teacher leadership styles namely democratic, transformational and mentoring. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Democratic Leadership (DL)		1	2	3	4	5
DL.1	My head teacher maintains a friendly working relationship with teachers.					
DL.2	My head teacher does things to make it pleasant to be a member of the group.					
DL.3	My head teacher says things that inspire teachers.					
DL.4	My head teacher helps teachers overcome problems that stop them from carrying out the tasks.					
DL.5	My head teacher behaves in a manner that is thoughtful of teachers' personal needs.					
DL.6	My head teacher tries to meet my needs.					
DL.7	My head teacher knows me well enough to know when I have concerns bothering me.					
DL.8	My head teacher tries to understand my point of view when I speak to him.					
DL.9	My head teacher tries to meet my needs in such ways as informing me of what is expected of me when working.					
DL.10	I can rely on my head teacher when I ask for help, for example, if things are not going well between me and my colleagues.					
DL.11	I can rely on my head teacher to be open to any remarks I may make to him/her.					
DL.12	My head teacher encourages me even in difficult situations.					
DL.13	My head teacher makes it a point to express appreciation when I do a good job.					
DL.14	My head teacher respects me as a person.					
DL.15	My head teacher makes time to listen to me.					
DL.16	My supervisor recognizes my strengths and areas for development.					

Transformational Leadership (TL)		1	2	3	4	5
TL.1	With the head teacher we agree on the objectives (task) on which to be supervised.					73
TL.2	The objectives on which to be supervised are thoroughly explained.					
TL.3	Supervision sessions are laid out.					
TL.4	The activities on which supervised are goal driven.					
TL.5	My head teacher gives me the opportunity to discuss in adequacies in supervision.					
TL.6	The head teacher gives guidance for achieving better work performance.					
TL.7	The head teacher revolve around how to make this school the best.					
TL.8	The head teacher focuses on making teachers work hard.					
MEN.1	My head teacher takes a personal interest in my career development.					
MEN.2	My head teacher helps me coordinate my professional goals.					
MEN.3	My head teacher devotes special time to my career.					
MEN.4	My head teacher gives special consideration to my career.					
MEN.5	I share personal problems with my head teacher.					
MEN.6	I confide in my head teacher.					
MEN.7	I consider my head teacher to be a friend.					
MEN.8	I try to model my behavior after my head teacher.					
MEN.9	I admire my head teacher's ability to motivate others.					
MEN.10	I respect my head teacher's ability to teach others.					

Section D: Independent Variable two: Teachers' Organizational Commitment.

This part provides items on two distinct aspects of opportunity for promotion and advancement namely; professional ability development and promotion speed. You are kindly requested to rate yourself by ticking the most appropriate based on the following scale of 1-5, where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

AFFECTIVE COMMITMENT (AC)		1	2	3	4	5
AC1	I feel a strong emotional bond with this organization.					
AC 2	I am proud to be a part of this organization.					
AC 3	I genuinely care about the well-being of this organization.					
AC 4	This organization has become a significant part of my life.					
AC5	I often think about how much I value my membership in this organization.					
NORMATIVE COMMITMENT (NC)		1	2	3	4	5
NC1	I have invested too much in terms of time and effort to easily leave this organization.					
NC 2	The thought of leaving this organization makes me anxious about potential losses.					
NC 3	I feel a sense of obligation to stay with this organization because of the investments I've made.					
NC 4	The perks and benefits I receive from this organization make it challenging to consider leaving.					
NC 5	I have too much at stake to easily walk away from this organization.					

Appendix E: Interview Guide for Head teachers

INTERVIEW GUIDELINES

Dear Sir/ Madam

I am **Martin Dick Olet** of Busitema University carrying out a master's degree in Master of Education Leadership and Management. I am currently doing research on the topic "*Head Teachers' Leadership Styles and Teachers' Organizational Commitment as Predictors of Teacher Role Performance in Rural Government- Aided Secondary Schools in Tororo District, Uganda*". I have identified you as a key informant in my study hence I am kindly requesting you to participate in my research. Considering your experience and expertise in primary school administration, your input will be of immense value to this academic endeavour. Kindly note that, the questions that you will be requested to respond to will be in line with the given objectives of this study. You should feel free to honestly answer the questions to the best of your knowledge. Any information that is obtained in connection with this study remains confidential and can only be disclosed with your permission and will be used for academic purposes only.

Section A

1. What is the role of head teacher leadership in the role performance of teachers?
2. In what aspects of teacher role performance do you provide leadership?
3. What strategies/ approaches do you use in providing performance related leadership to teachers in your school?
4. How has your leadership style influenced the role performance of teachers in your school?
5. What aspects of teacher role performance do you think has been enhanced by your leadership?
6. What is the level of teachers' organizational commitment in your school?
7. How has teachers' organizational commitment affected the role performance of teachers in your school?
8. How can head teachers' leadership styles affect teachers' organizational commitment and teacher role Performance.

Appendix F: School Profile of Rural Government-Aided Secondary Schools in Tororo District

S/N	School	Location	Sub county
1.	Asinge SS	Urban	Kwapa
2.	Atiri SS	Rural	Mukuju
3.	Mahanga SS	Peri-Urban	Nagongera
4.	Rubongi Army SS	Rural	Rubongi
5.	Rubongi SS	Rural	Rubongi
6.	Katerema SS	Rural	Rubongi
7.	Kiyeyi HS	Rural	Nabuyonga
8.	James Ochola Mem. SS	Rural	Siwa
9.	Paya SS	Rural	Paya
10.	Kirewa SS	Rural	Kirewa
11.	Rainer HS	Rural	Iyolwa
12.	Kidoko SS	Rural	Molo
13.	Bukedi SS	Rural	Osukuru
14.	St. Mary's Assumpta	Rural	Mella
15.	Merikit SS	Rural	Merikit
16.	Kisoko HS	Rural	Kisoko
17.	Mulanda SS	Rural	Mulanda
18.	Malaba Seed SS	Rural	Malaba