
**LEADERSHIP BEHAVIOUR, ADMINISTRATIVE ETHICS AND EDUCATION
SERVICE DELIVERY IN GOVERNMENT SCHOOLS: A CASE STUDY OF
NAMAYINGO DISTRICT LOCAL GOVERNMENT**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES,
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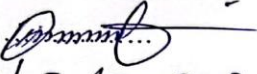
DECLARATION

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I the undersigned, declare that this dissertation is my original work, except where due acknowledgement has been made. I declare that this work has never been submitted to this University or to any other institution for funding/ for partial fulfillment for any award.

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SUPERVISOR'S APPROVAL

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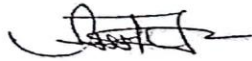
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DEDICATION

I dedicate this research dissertation to dear wife, mother, brothers, sister, spiritual leaders, beloved lecturers of Busitema University and friends. You were such a strong pillar. I love you all and I continue to believe that this journey has yielded success because of your support in different forms.

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OPERATIONAL DEFINITIONS

Leadership: This is defined as "the act of individuals influencing or motivating others to attain a specific goal" (Reed et al., 2019:6). For this study, leadership will be used to mean structures influencing or motivating the achievement of education service delivery.

Ethics: Ethics involves "learning what is right or wrong, and then doing the right thing" (Krishnamurthy, 2011:3). This study will use ethics to mean administrative ethics or the ethical principles and standards followed in the administration of education service delivery.

Service delivery: Martins and Ledimo (2015:2) define service delivery as "where, when and how a service product is delivered to the customer and whether this is fair or unfair in nature". Service delivery in this study will be used to mean "where, when and how education service products are delivered to customers and whether they are fair or unfair in nature".

Administrative ethics is part of a script, outlining how we ought to present the self in organizational life. The study of administrative ethics, therefore, is the study of administration before it is the study of ethics. It is the study of the enforcement of power through ethics (O'Kelly & Dub nick, 2012)

Accountability is a matter of enforced expectations. Metrics and measures are wielded in the cause of having the interests of particular constituencies or communities or principals represented in the organizational form. Thus, being accountable is not a simple matter of being 'answerable' for some duty or other. It is a matter of promises (O'Kelly & Dub nick, 2012:17)

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Abstract

The study investigated the role of leadership behavior and administrative ethics in effective education service delivery in Namayingo district local government in Uganda. The main objective of the study was to examine the impact of Leadership behaviour and administrative ethics on education service delivery in Namayingo district local government in Uganda. The specific objectives were; (i) to examine the relationship between task-oriented leadership behavior and education service delivery in Namayingo district local government in Uganda; (ii) to analyze the relationship between change-oriented leadership behaviour and education service delivery in Namayingo district local government in Uganda; (iii) to determine the relationship between commitment leadership behavior and education service delivery in Namayingo district local government; and (iv) to examine the mediation effect of administrative ethics in the relationship between leadership behavior and education service delivery in Namayingo district local government in Uganda. The study indicated that; (i) there is a significant relationship between task-oriented leadership behavior and education service delivery; (ii) there is a significant relationship between change-oriented leadership behaviour and education service delivery; (iii) there is a positively significant relationship between commitment leadership behavior and education service delivery; and the study findings also indicated that administrative ethics partially mediates the relationship between leadership behavior and education service delivery. Based on the study findings therefore, it was recommended that local governments and education institutions should ensure that leaders, administrators and directors adhere to good leadership behavior traits, and adopt proper administrative ethics in terms of fairness, accountability, honest and equity to enhance quality education service delivery.

CHAPTER ONE

1.0.Introduction

This chapter comprised of study-related background, statement of the problem, general objective and specific objectives of the study, research hypotheses, research questions, the study scope and the conceptual framework of the study

1.1.Background of the study

The basic intent of the decentralization policy is to devolve administrative and financial powers to local governments to provide services to the public within an effective, efficient and accountable framework, and among these services devolved include Education (Mulindwa, 2006).Although different institutions have increasingly designed numerous mechanisms to promote quality education services for children globally, studies showed that children have experienced substantial learning losses which are large and inequitable most especially in developing countries (The World Bank et al., 2021).Vegas and Winthrop (2020) reported that before COVID-19 that made as many as 1.5 billion students out of school in early 2020, there was a global consensus that education systems in majority of the countries were not delivering the quality education needed to ensure that all learners have the skills necessary to thrive. It should be noted that children in the poorest countries across the globe are the ones who carry the heaviest burden, with pre-pandemic analysis estimating that 90% of children in LDCs, 50% of children in Middle Income Countries, and 30% of children in Developed Countries fail to master the basic secondary-level skills needed to thrive in work and life (Vegas & Winthrop, 2020).

The World Bank et al. (2021) reported that the share of grade three students in government schools able to perform simple subtraction fell from 24 per cent in 2018 to 16 percent in 2020 in India, and results for primary students in grades 1-5 declined in math, as well as in reading in rural Pakistan. Global experience showed that countries that have rapidly accelerated development and prosperity all shared the common characteristic of taking education seriously and investing appropriately compared to developing countries that have continuously contributed to the world's learning crisis (The World Bank, 2019). In Yemen, according to the Yemen Education Cluster (2021), there exist ill-functioning school infrastructures, coupled with limited capacity-building support for teachers, and poor access to learning and teaching materials contributing to high rates of school drop-outs. Inadequate school supplies and furniture limited the ability of students to access classrooms to engage in

learning (Yemen Education Cluster, 2021). Such drivers can jeopardize Education service delivery in any country and cause negative public perception negative or lack of trust

A study conducted in Africa showed that education service delivery remains worrying on the continent with Gabon recording some of the highest levels of post-secondary (35%) and secondary (55%) education, surpassed at the post-secondary level only by Sudan (43%) and at the secondary level by Zimbabwe (60%), South Africa (60%), and Eswatini (59%), and on average across 34 countries, 53% of Africans think their governments are performing “fairly badly” or “very badly” on education (Amakoh, 2022). According to Adeniran et al. (2020), as cited in Mendez and Evans (2021), only 17% of the students in Nigeria met the minimum literacy competency benchmark and 31% met the numeracy benchmark and students from poor households, in rural areas and government-owned schools were particularly worse off.

Uganda has struggled with education goal achievement over the years characterized by unethical behavioral practices among its leaders not limited to poor transparency and accountability with corruption especially in local governments (UNESCO, 2021). Although Uganda introduced UPE and USE programs to improve school enrolment and education accessibility by all, as well as strengthening the delivery of education services, the country has continued to deliver inappropriate education services (ISER, 2022). According to UNEB (2021) as cited in ISER (2022), children continue to fail Basic English and Maths assessments as evidenced with 12.5% and 17.3% of the learners who failed English and mathematics respectively, and a constant high failure rate for secondary level especially for science subjects hence calling for the need to identify the would be reasons.

This study was grounded on the Expectation-Disconfirmation model (Hjortskov, 2019) and Path goal theory of leadership (House, 1971). According to Hjortskov (2019), the relationship between the quality of services provided by local governments and the perception of satisfaction by the general public is not linear. This implies that irrespective of the quality of services provided by local governments, this does not lead to public satisfaction. The model also encourages public participation when making decisions at local and central governments to ensure that services meet the expectations of those they seek to serve (Petrovsky et al., 2017). Path-Goal Theory (1971) by Robert J House. This path-goal theory hinges upon an employee or subordinates’ perception of what is expected of them, their effort, and their performance, all directly related to the behavior of their leaders. It’s the significant reason why the researcher decided to ground this study on this theory to support the variable leadership behavior and education service delivery.

According to Sternberg, 2000 as cited in Gaitho et al., 2017, leadership is the ability to inspire people to work together as a team to achieve common objectives. Leadership behaviors among the directors, administrators or teachers in the institutions of education have contributed a lot to the variations in education performance and therefore leaders at multiple levels matter, from those within the school to those outside of the school, and even those outside of education systems (UNESCO, 2021). Nimota and Kadir (2019) asserted that administrative ethics influences how power is exercised in delivery of education services. Administrative ethics portrays the ethical procedures expected from administrators towards the achievement of organizational goals; encompass transparency and accountability, participatory decision-making, equity, equality and resource management (Zamokhule et al., 2020). Leadership behaviour and administrative ethics in education service delivery are concerned with "school effectiveness, quality and accountability" (Nimota & Kadir, 2019:2).

Although Uganda local governments have tried to exercise some form of power-sharing with the central government grounded on improving education service delivery (Ayeko-Kummeth, 2015), several scholars have continuously noted that leadership and administrative ethics extends beyond literacy to include educational management and performance (Abdullahi, 2018). Therefore, the researcher conducted this study to test the effect of Leadership behavior and administrative ethics on education service delivery in Namayingo district local government

1.2 Statement of the Problem

Although Uganda has developed and implemented different education policies at different levels, the delivery of education services is not convincing (The World Bank et al., 2021). As suggested by TISSA (2013) and Nakawoya (2021), inadequate classrooms, scholastic materials and limited school staffing have never ceased in the country since the introduction of UPE. It was asserted in a report by UNESCO (2021) that less than 20% of schools in Uganda fulfilled indicators of effective education services in terms adequate infrastructures, quality teachers, access to scholastic materials and other facilities making it hard for learners acquire basic education. Although UNEB (2023) indicated that there was better performance in the 2022 Uganda Certificate of Education examinations (general failure rate of 1.0 percent and 49.7% among females), studies had earlier indicated that previous examination outcomes do not meet the education standards (UNESCO, 2021). According to the MoES (2023), inadequate school infrastructures, unfriendly learning environment and limited scholastic materials forced over 40% of UCE candidates to fail physics and chemistry, and only 13%

and 22% passed with division one and two respectively with Namayingo district local government being one of the worst learner performing districts and with studies citing poor delivery by teachers, inadequate teachers, poor infrastructural facilities as well as an unfriendly learning environment to learners especially the girls (UNEB, 2023). As per the results from the recent PLE (2022), only 58% of the candidates scored first and second grades, and 12% failed to be graded (UNEB, 2023). Being one of the districts that failed to meet education service delivery indicators not limited to infrastructure, access to materials, and quality of teachers, Namayingo was among the worst performed districts in 2022 PLE with only 6% (254) of the 4,255 candidates scoring grade one (1) (UNEB, 2023). Similarly, Uwezo (2021) showed that for learners from P.3 to P.7 who could read and comprehend a P.2 English story and execute P.2 division tasks stood at 32% with only 7% of the learners in P.3 attempting to read a P.2.

This could therefore be ascribed to poor leadership and poor administrative ethical practices. Thus, it is on this assertion that the researcher investigated the impact of leadership behavior and administrative ethics on education service delivery in Namayingo district local government.

1.3 General objective

The main objective of the study was to examine the impact of Leadership behavior and administrative ethics on education service delivery in Namayingo district local government.

1.3.2 Objectives

This study's specific objectives were;

1. To examine the relationship between task oriented Leadership behavior and education service delivery in Namayingo district local government.
2. To analyze the relationship between change oriented leadership behavior and education service delivery in Namayingo district local government.
3. To determine the relationship between commitment leadership behavior and education service delivery in Namayingo District local government
4. To examine the mediation effect of Administrative Ethics in the relationship between leadership behavior and education service delivery in Namayingo District Local Government leadership behavior

1.4.1 Study Hypothesis

H_i There is significant relationship between task oriented leadership behavior and Education Service Delivery

H_{ii}. There is significant relationship between change oriented leadership behavior and education service delivery

H_{iii}. There is significant relationship between commitment Leadership behavior and education service delivery

H_{iv}. Administrative ethics has a significant mediating effect on the relationship between leadership behavior and Education service delivery

1.5. Significance of the Study

This study can be significant to the following institutions and individuals:

Academic/Scholars: These study findings might help future scholars in the provision of literature or information about leadership behavior, administrative ethics and the education service delivery to guide further studies.

Government/Policy makers: The study might help Local Governments and Central government, or policy makers in designing and implementing effective education programs and policies to improve the quality of education services in Uganda.

Community: This study might aid community members by contributing to the provision of quality education to the children as a result of influencing policy makers or government to institute quality education service delivery. Similarly, the study findings might help in the creation of value for revenue especially when tax payers' children receive the required education services and use the knowledge acquired to develop the country and independently support themselves.

1.6. Scope of the study

The study scope was subdivided into the time scope, geographical scope and contextual scope

1.6.1 Time scope

The study focused on the education service delivery in public institutions that have occurred for a period of 5 years (2017-2022) in Namayingo DLG. This period registered consistent poor quality of education services in Namayingo DLG for example grade one learners in primary and secondary in Namayingo were below 8% of the learners who sat for final national examinations from 2017 to 2022 as suggested by Uwezo (2021) and UNEB (2023)

1.6.2 Geographical scope

This study was conducted in Namayingo district local government. Namayingo district local government was selected as the area of study because it extends services closer to the people

of Namayingo district local government on behalf of the Government of Uganda. Namayingo district local government is a prestigious district among those in Uganda with beautiful islands and waters located along the Musita-Lumino highway. It was part of the Bugiri district local government in the Busoga Sub-region

1.6.3 Contextual scope

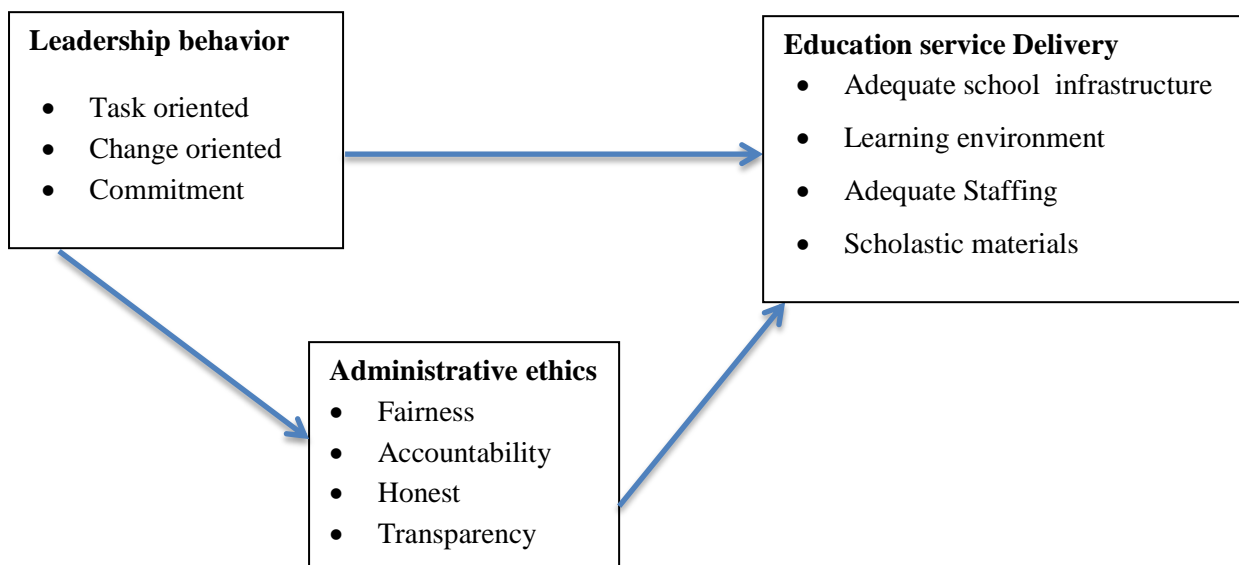
The context of this study was limited to leadership behavior, administrative ethics and education service delivery in Namayingo district local government

1.6.4 Justification of the study

The study aimed at investigating the relationship between leadership behavior and education service delivery and how this relationship is mediated with administrative ethics in Namayingo District Local Government. Primary and Secondary government aided schools were targeted for this study given their deteriorating levels of performance and records of poor education services in Namayingo DLG i.e. Reports from MoES (2023), Uwezo (2021) and UNEB (2023; 2022) all cited inadequate school infrastructures, unfriendly learning environment, poor teacher performance and limited scholastic materials as the critical factors that consistently made more than 50% of learner fail at secondary and primary levels. The MoES report (2023) indicated that teachers had ignored their professional ethics and this was due to poor leadership amongst the education supervisors in the district.

1.7. Conceptual Framework

Figure 1.1: Conceptual framework



Source: (Adopted and modified from that of Oni, 2017; Marume & Chikasha, 2016; Kabeireho, 2023; Nakawoya, 2021)

The above conceptual was linked to the background by relating it to different opinions from different scholars. This model in Figure 1.1 above indicated that leadership behavior (independent variable) predicts education service delivery (dependent variable) and this relationship can also be mediated by administrative ethics (mediating variable) in Namayingo district local government. The dynamic paradigms of leadership behavior comprised of task oriented, change oriented and commitment (Oni, 2017) and Administrative ethics as a mediation variable was grounded on four paradigms including fairness, accountability, honest and transparency (Marume & Chikasha, 2016). Similarly, education service delivery was characterized by four study constructs comprising of adequate school infrastructure, learning environment, adequate staffing and scholastic materials (Kabeireho, 2023; Nakawoya, 2021). Consequently, the conceptual model above portrays the theoretical proclamation that leadership behavior independently predicts effective education service delivery in schools and that administrative ethics poses a significant mediation effect onto the relationship between leadership behavior and education service delivery borrowing ideas as earlier suggested by Oni (2017), Marume and Chikasha (2016) as well as Kabeireho (2023) and later modified by the researcher to suit the study context..

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Conducting a literature review enables a researcher in building the theoretical foundation of a study area by drawing from the insights reported by other researchers about the same topic (Snyder, 2019). Therefore in this chapter, the researcher reviewed the study related literature about the study concepts, underpinning theories and objectives of the study.

2.1. Theoretical Review

This study was guided by two theories which are “Expectation-Disconfirmation model” and “The Path-Goal theory of Leadership”

2.1.1. Expectation-Disconfirmation Theory (ECT) by Oliver (1977-1980)

Expectation confirmation theory is a cognitive theory which seeks to explain post-purchase or post-adoption satisfaction as a function of expectations, perceived performance, and disconfirmation of beliefs; the structure of the theory was developed in a series of two papers written by Richard L. Oliver in 1977 and 1980 (Hjortskov, 2019).

Disconfirmation of expectations paradigm was conceptualized by Oliver. It came from a subject of study for antecedents of satisfaction (Anderson & Sullivan, 1993). The standard approach to study the satisfaction involves comparison of prior expectations with observed performance (Huang, 2014). Thus in this theory, the customer’s perception of overall satisfaction results from a comparison between expectation and outcome performance. Therefore, expectation and outcome performance are two important variables which can influence the judgment of satisfaction measure. Based on expectation disconfirmation theory, firm can increase satisfaction by increasing perceived product performance or decreasing expectation. Consumption reveals a perceive performance level of product which is influenced by expectations if difference between actual performance and expectations is perceived as being small. Hence, perceived performance may increase or decrease directly with expectations. Perceived performance may either confirm or disconfirm pre-purchase expectation (Anderson & Sullivan, 1993). Satisfaction is positively affected by expectations and the perceived level of disconfirmation. To sum up expectation disconfirmation theory, expectations provide a baseline or anchor level of satisfaction. It is also considered as belief probabilities of what the consequence of an event will be (Oliver, 1980). In this research, we develop our stochastic model by this view of point.

Expectation confirmation theory explains the gaps between public service delivery and the satisfaction of the general public (Hjortskov, 2019). According to Hjortskov (2019), the relationship between the quality of services provided by local governments and the perception of satisfaction by the general public is not linear implying that irrespective of the quality of services provided, such services does not lead to public satisfaction. This model is deemed relevant for this research because it goes beyond just ensuring that quality education services are delivered to explaining why people's opinions, expectations and experiences matter in public service delivery. The model also encourages public participation when making decisions at local and central governments to ensure that services meet the expectations of those they seek to serve (Petrovsky et al., 2017). Therefore, the researcher employed this theory on the variable education service delivery and this helped in relating the theoretical assumptions to the study that examined the impact of leadership behavior and administrative ethics on education service delivery in Namayingo district local government. Also, given that Expectation confirmation theory assumes satisfaction of clients, it was then applied to assess whether the facets of education service delivery (adequate school infrastructure, learning environment, adequate staffing and scholastic materials) can be determined by the inputs of leadership behavior and administrative ethics.

2.1.2 The Path-Goal theory of Leadership (House, 1971)

This theory was established in 1971 by Robert J House. This path-goal theory hinges upon an employee or subordinates' perception of what is expected of them, their effort, and their performance, which are all directly related to the behavior of their leader. The Path-Goal theory states the primary function of a leader is to provide clear objectives based upon the characteristics of employees and the work environment, choose a leadership style that is optimal to achieve those objectives, identify the motivational and achievement indicators that should be used, and do everything in their power to identify and remove and obstacles their subordinates may encounter (House, 1971). In theory, by doing so, the subordinates will begin to identify that the methods prescribed by their leader will generate higher performance, that higher performance will be rewarded, and the rewards received will be worth their effort.

Robert J. House, founder of Path-Goal theory, believed that a leader's behavior is contingent to employee satisfaction, employee motivation and employee performance. Path-Goal theory states that a good leader provides clear direction, sets high goals, gets involved in goal achievement and supports his employees. The employees, as a result, will be a more

satisfaction. House embraced four leadership styles under the path-goal theory and these are the directive, supportive, participative and achievement orientated (Toole, & Kadian-Baumeyer, 2022). In House's Directive style, the leader clarifies the path to the goal by giving clear direction and guidance on goals, tasks, and performance standards. The work will normally be complex and unstructured, and followers will usually lack experience and accept a high degree of outside control. In essence, the leader is telling the followers exactly the required methods and outcomes. There is little or no emphasis on personal needs (for example emotional or financial) in striving for and achieving the goal because the work is considered (by the leader and organisation) to be sufficiently satisfying and rewarding in its own right.

House's Supportive style puts more emphasis on improving the working atmosphere (notably making it more friendly and helpful) and safeguarding followers' welfare. This leadership approach is appropriate where followers can perform their tasks skillfully, and believe they have a high degree of control over the outcome. Followers don't want close supervision, but they do need protection and care in handling stresses and frustrations arising from repetitive, uninteresting tasks. In this Supportive style, the leader removes or reduces the effects of emotional obstacles on the path to the goal. Followers of House's Participative leadership style are similar to followers of the Supportive style: confident and experienced, they believe they largely control the outcome, and they reject close control. However, unlike typical Supportive workplace characteristics, here work is much less structured, repetitive and predictable. The leader consults followers (perhaps more likely here to be called 'colleagues') on decisions concerning goals and methods, and genuinely takes account of followers' opinions and ideas. Here the Participative leader strengthens the path-goal connection in three ways: First, aligning followers' values and concerns with the aims. Second, ensuring followers are happy with how they are to achieve the goals. Thirdly, giving followers a strong sense of autonomy and satisfaction, hence improving motivation to achieve the goal.

House's Achievement-orientated leadership style is based on encouraging followers to achieve personally outstanding results. Followers are competent and confident, and crucially also accept the principle of the leader setting ambitious goals. Followers trust and respect the leader, and draw personal motivation and increased confidence from the leader's belief that the individual follower can achieve demanding aims and targets.

This theory cannot be separated from this study with the fact that school administrators and leaders aims at achieving institutional goals by collaborating with teachers and learners hence the path-goal theory was used to support the variables Leadership behavior and

Administrative ethics by testing how leadership behavior in terms of task oriented, change oriented and commitment as well as administrative ethics in terms of fairness, accountability, honest and transparency transfers their inputs to influence the level of education services in Namayingo DLG.

2.2 Conceptualization of the study variables

2.2.1 Leadership Behavior

Leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986 as cited in Nsubuga, 2008). It was clearly asserted in a study conducted by Tawfik et al. (2023) that leadership behavior is a critical component in service delivery and so leaders should cherish proper leadership behaviors to attain institutional goals. According to Josh (2023), leadership behavior consists of a leader's actions, values, and characteristics that dictate how effectively they work with those on their team, and so leadership behaviors determine how they guide others to reach goals and improve themselves. It was also suggested by Josh (2023) that the behaviors of a leader are innate, but most of the time, a leader must learn which behaviors get the best results through experience and training. Leadership behaviors are actions and conduct that leaders incorporate into their management styles in order to effectively lead their teams, motivate them, and achieve their goals (Santiago, 2022). It was also suggested that leaders who don't possess effective leadership behaviors may struggle with completing objectives, maintaining a healthy work environment, or managing their team members (Santiago, 2022). Similarly, it was asserted in the study conducted by Tawfik et al. (2023) that leaders with effective institutional behaviors tend to effectively and efficiently contribute to the quality of services rendered by all team members in an institution. As cited by Yafang (2011) that leadership implies authority in the broadest sense of the word and not simply the power to wield the stick, leaders with behaviors that promote the intentions of an institutions act as the foundation for achievement of institutional goals given that team members are derived to a common goal attainment without hesitation (Santiago, 2022)

In a study conducted by Yafang (2011), it was indicated that leadership behaviors are different from management behaviors in that the goal is to motivate and inspire others toward an aspirational vision. Similarly, Josh (2023) suggested that a leader who constantly bosses others around and tries to push their authority onto others will likely receive a negative reaction hence affecting performance and delivery of services. Thus, scholars like Tawfik et al. (2023) and Inceoglu et al. (2018) defined leadership behavior in terms of local leadership,

emotional exhaustion, safety climate, team work climate, workload and intentions to leave, and change, relational, task, passive leadership respectively. Consequently, this study measured leadership behavior as task oriented, change oriented and commitment as adopted and modified from Oni (2017). According to Northouse (2010) as cited by Gulshan and Rizwan (2019), task-oriented leader is concerned with attaining objectives for organizational success, and so a task-oriented leader defines the roles to the employees, assigns them tasks and sets the destinations. Additionally, Oni (2017) defined change oriented leaders as those that do lead teams and execute plans to cause the most desirable change in an institution in a given period of time. According to Gulshan and Rizwan (2019), commitment of a leader is a critical determinant of accomplishing assigned tasks by the leader to influence the likelihood of the anticipated change in an organization for example a leader who sticks on the plan and policy guidelines, is most likely to achieve organizational success.

2.2.2. Education service delivery

The education system of Uganda has gone through a number of changes since the Colonial period, and after attaining her independence in 1962 from Britain, several commissions and committees were formed to look into the education system although recommendations from time to time were reached for purposes of ensuring achievement of educational goals (Kamonges, 2021). According to Kamonges (2021), Education is globally recognized as an important public service as it facilitates an individual's personal and any country's social, economic and political development. It should be noted that education is a human right and there is no doubt that, education plays a role in ensuring that the economy remains competitive in the world markets which are now experiencing ever-changing technologies and production methods although the education services offered in numerous countries have continuously failed to reach the magnitude (UNESCO, 2017). As earlier noted, education was one of the Millennium Development Goals which laid a foundation for a better future for the youth to attain good employment, good health and socioeconomic status (UN, 2015). As World Bank (2018) points out, Uganda is one of the Sub-Saharan African countries that have taken a step to develop and implement education policies intended to promote quality education at various levels. Additionally, basic education for both children and adults is a right that is enshrined in the constitution of the Republic of Uganda and provided for under various articles for instance, article 30, clearly states that all persons have a right to education (Constitution of the Republic of Uganda, 1995).

Senteza (1992) in the Government White Paper on education indicated that the government was to provide free education to a maximum of four children from each household or family. In 1997, the government introduced the Universal Primary Education policy as a way of implementing this; the purpose of Universal Primary Education was to make basic education accessible to learners to eliminate disparities and inequalities as well as maintaining quality education. It should be noted that, though the government is making an effort to have the classrooms in place to cater for the massive numbers of pupils, it is still a big concern and government still has a long way to go (TISSA, 2013). Similarly, the introduction of the Universal Primary Education in many African countries served as a key driver in increasing the enrollment rates by 91% (UN, 2015) although this phenomenon created a shortage of teachers, schools and scholastic materials. In Uganda, the teacher-student ration jumped from 1:40 to 1:57 in 1997 (World Bank, 2014). Nabugoomu (2019) revealed that failure to cope with school demands, early employment; long distances to school, early pregnancy, and poor academic performance were among the contributing factors to high school dropout rates in the rural areas signifying the poor education services offered globally. Therefore, different scholars for example TISSA (2013) and Nabugoomu (2019) measured education service delivery as learner performance, education policies, classroom blocks as well as learning environment. However, this study measured education service delivery in terms of adequate school infrastructure, learning environment, adequate staffing and scholastic materials as depicted in Kabeireho (2023) and Nakawoya (2021) and later modified by the researcher. Nakawoya (2021) defined adequate school infrastructure as the required standard of physical structures that supports and motivates the learners to attend schools. Similarly, Nakawoya (2021) asserted that learning environment is a situation that either support or do not support the conducive learning of children at school. It was also suggested that adequate staffing is the standard recruitment procedures that meet the teacher: pupil ratio as well as the delivery of quality education services to learners. (Kabeireho, 2023). According to Kabeireho (2023), scholastic materials are necessary items required for the learners to attain basic education for example chalk, books, pens, uniforms among others.

2.2.3. Administrative Ethics

Ethics is the process by which we clarify right and wrong and act on what we take to be rights, a set or system of moral principles that is generally applied in service delivery or business institutions (Marume & Chikasha, 2016). Marume and Chikasha asserted that Administrative Ethics is professional code of morality in civil service, constitute the moral fiber of civil servants, and regulates the conduct and behavior of different categories of civil

servants. This ethical code consists of traditions, precedence, and standards which have to be kept up by the civil servants as they are expected to set up high moral standards not only for themselves but also for the community at large.

Shimengah (2018) observed that administrative ethics relate to striving for fairness and taking responsibility, to ensure improved education service delivery. Accountability, honesty, equity and fairness are cardinal ethical values that all leaders should possess in their operations as per the words of Mandal (2012). Mandal (2012) believed that employees should be honest, independent, competent, and committed to doing their best, and they should demonstrate integrity to enhance quality service delivery. Shimengah (2018) asserted that employees should treat all persons fairly and equally, observe the law, and follow the direction set by their leaders and their organizations while trying to achieve the greatest good for the most people they serve.

Local governments are expected to uphold to ethical principles and standards to meet their set goals and outcomes towards education service delivery although literature points out that poor adherence to administrative ethics has continued to surface in the world and so education service delivery is crippled by limited funds, undue political interference, low productivity, corruption, misuse of time and other resources, poor management and excessive bureaucracy (Shimengah, 2018; Ndabahaliye, 2013). The study by Ndabahaliye (2013) reported a high connection between unethical administrative practices and poor education service delivery in local governments. It was further reported that undue political interference is a major negative influence in decision-making, thus presenting a need for ethical administrative practices for local governments to achieve good education service delivery (Ndabahaliye, 2013). Although scholars like Mandal (2012) determined administrative ethics by accountability, honesty, equity and fairness, this study determined administrative ethics as fairness, accountability, honesty and transparency as derived in Shimengah (2018) and modified by the researcher. Fairness refers to equity and equality standards practiced by leaders/managers towards team members, whereas accountability is related to the ways through which individuals ensure value of assets and resources (Mandal, 2012). According to Marume and Chikasha (2016), honesty is not too different from transparency for example, honesty is the decency practiced by managers whereas transparency is the level of openness ensured by managers and leaders to the people they manage or lead.

2.3. Empirical review

This section comprised of the different literature that laid the foundation for the study as guided by the research hypotheses.

The study's specific objectives were;

2.3.1. Task Oriented Leadership Behavior and Education Service Delivery

According to Hickey and Hossain (2019), quality education is among the Sustainable Development Goals that countries are striving globally to achieve. For quality education service delivery, countries took the initiative to adapt decentralization approach that involved shaping leadership behavior styles while striving to achieve good education outcomes for example countries like United States of America have used local governments to deliver education services for quite long (Hickey & Hossain, 2019). Shai and Kuye (2018) added that task oriented leadership behavior influences the effectiveness of local governments to deliver education services, and this is because task oriented leadership behavior provides the guidance and governance in the education service delivery process by emphasizing education staff to focus on specific tasks to improve performance of learners.

According to Shimengah (2018), leadership behavior styles that are task based may either enhance or curtail education service delivery and competent leaders with good leadership traits can speed up the attainment of education service delivery goals for example leaders who plan and supervise based on targets of particular tasks are most likely to practice effective management, effective resource utilization and timely achievement of goals.

Similarly, Huynh and Hua (2020) asserted that task-oriented leaders focus on getting the necessary task, or series of tasks, at hand in order to achieve a goal, and such leaders are typically less concerned with the idea of catering to employees, and more concerned with finding the step-by-step solution required to meet specific goals in any service sector. A study by Kjaer and Muwanga (2016) asserted that weak leadership behavior leads to failure to implement quality-enhancing policies which affects education service delivery. Similarly, it was also asserted that non-task oriented leadership behavior results into poor organizational systems and guidelines that affect education service delivery; and the challenges that are brought up by such leadership behaviour include non-transparency and poor accountability which affect the delivery of education services (Nimota & Kadir, 2019). It should be noted that the advantage of task-oriented leadership in education service delivery is that it ensures that deadlines are met and jobs are completed, and it's especially useful for team members who don't manage their time well (Huynh & Hua, 2020). Additionally, good task-oriented

leadership behavior reflects in the quality of education services delivered as compared to other leadership behaviors (Shimengah, 2018).

Lindberg (2022) and Henkel et al. (2019) suggested that task-oriented leadership focuses on output, task execution, quality, production, and other non-relational aspects in the service delivery most especially in education and health. According to Henkel et al. (2019), public service delivery should cherish task-oriented leadership behavior given that it involves instructions, division of labor, and well-defined organizations provide strong clarity, there is a strong adherence to rules, regulations, and laws, and quality delivery can be maximized, even if only temporarily. Although task-oriented leadership behavior may hover and micromanage to ensure employees are on track (Emily, 2022), this kind of leadership strengthens institutional systems to ensure that managers and administrators as well as teachers meet their deadlines and goals in relation to the education curriculum (Wroblewski, 2019). Gulshan and Rizwan (2019) in their study which aimed at examining the link between the task-oriented leaders' behavior and organizational performance in higher education institutions, indicated that institutional leaders who have high task-oriented behaviour displays a certain degree of performance in education institutions. According to Hossain (2019), heads of education institutions that have practiced task-oriented leadership behaviors have improved the performance of learners on the globe. Thus, the researcher sought to test whether task oriented leadership behavior has a relationship with education service delivery as the hypothesis that;

H_i. There is significant relationship between task-oriented leadership behavior and Education Service Delivery.

2.3.2. Change Oriented Leadership Behavior and Education Service Delivery

Although education service delivery has been hampered by numerous challenges in the developing world, majority of these challenges are as a result of non-change focused leadership behaviors and practices among (Abdullahi, 2018). According to Ortega et al. (2014), change-oriented leadership behavior is believed to be subject to strategic planning thus playing an important role in providing common direction and commitment among workers in all sectors of service delivery. It should be noted that change-oriented leadership behavior is a foundation of quality education service delivery in the world with the fact that such leaders tend to focus on the achievement of an institutional goal by designing approaches to influence positive change through the team that is being led (Mohammed & Wang, 2018). Similarly, it is worth noting that education institutional heads that focus on

positive change are promoters of positive performance given their zeal to create required impacts through teachers and learners themselves (Abdullahi, 2018).

In a study conducted by Majid and Sufean (2015), it was suggested that change-oriented leadership helps service delivery institutions like schools to suggesting creative and new ideas, have confidence and being optimistic when suggesting new significant turnarounds, taking a long-term perspective on challenges as well as opportunities, developing relationships with people outside the work unit as well as analyzing the activities, services and products of the competitors which all aids in promoting quality delivery. Similarly, Kamonges (2021) reported that quality education services in all types of education institutions can only and only be strengthened through institutional managers and leaders whose mindset is driven by change, and so most of the education institutions which have stacked with the static way of leadership have continuously provided poor education services to learners. It should be noted that a leader's change-oriented vision might have a positive indirect relationship with employees' change and commitment and so leaders should always be change focused as an innovation (Lee et al., 2023). Similarly, findings by Mohsin et al. (2021) and Mohammad et al. (2012) who suggested that change-oriented leadership behavior has a significant positive impact on employees' contribution to service delivery

According to Adebayo et al. (2019), over 40% of change in staff contribution in service delivery in any institution is due to their leaders who are change-oriented or focused with the fact that they value innovation and quality delivery of milestones. It should be noted that if teachers and administrators of the learning institutions are not change-oriented especially in terms of influencing creativity for quality services, the performance of learners is bound to deteriorate (Hossain, 2019). This is because employees rarely offer quality services especially when the component of change is not supported by their leader or manager (Adebayo et al., 2019). Similarly, it was suggested by Roxanne (2019) that the more rigid the leader becomes as a shaped behavior of leadership, the more the institution shall continuously perform in the same lane that doesn't correspond to the changing environment, hence, leaders tend to influence quality delivery of services among staff especially when change in terms of innovation is cherished. In a study conducted by Adebayo (2018) as cited in Adebayo (2019), it was asserted that leaders in the education institutions should adhere to change and also influence their staff to adopt change especially in the methodology of delivering to learners as well as providing a friendly environment for learners, a behavior which represents the quality of education service delivery. Therefore, the researcher sought to test whether change-

oriented leadership behavior has a significant relationship with education service delivery as the hypothesis that;

H_{ii}. There is a significant relationship between change oriented leadership behavior and education service delivery

2.3.3. Commitment Leadership Behavior and Education Service Delivery

On several occasions, scholars have asserted that leaders with acceptable behaviors are leaders that committed to deliver as per the assigned tasks and adhere to guidelines of the organization to achieve the set objectives (Ko et al., 2018; Wajid et al., 2022). Those Schools which have progressed worldwide are credited to good commitment leadership behaviors that help to adhere to ethical principles by both staff and learners (Sabir, 2021). Although commitment is sometimes a control measure for institutional performance, it is more of a behavior that must be influenced by the institutional leaders for proper execution of tasks by staff members and attainment of specific goals (Ko et al., 2018). Sabir (2021) in his study ethical leadership perceptions and its impact on teachers commitment in Pakistan, it was observed that school administrators who are committed to the ethical guidelines and ensuring proper leadership behaviors contributes to more than 58% teacher commitment in schools and improves learners performance as well as the overall quality of education services. According to Ozan et al. (2017), committed school staff in an academic institution is responsible not only for enhancing academic success but also creating an environment in which both students and employees can learn effectively.

Consequently, it should be noted that leaders tend to deliver services and influence delivery of services through commitment behaviors that are objectively driven (Wajid et al. (2022), and this is not different from leaders that have promoted quality education services in the limited institutions in countries like Uganda. According to Omar et al. (2014), commitment leadership behavior is more of a directive and supportive role that leaders are mandated to adhere to for maximum output from their staff. Leaders' emotional attachment and involvement (affective commitment), continuance commitment (welfare effect) and feelings of obligations to an institution (normative commitment) are an indication that a leader can delivery required services or not (Omar et al., 2014). According to Sabir (2021) therefore, the bond between commitment leadership behavior and the quality of education services that institutions offer to learners cannot be isolated given how critical commitment of leaders influence quality output from team members. Additionally, education leaders occasionally create a trusted, fair and dependable learning environment that promotes desirable education

services, only if their behavior is committed to delivering what is required from them (Hidayat, 2013). In a study conducted by Ahmed and Muhammad (2012), it was reported that any institution that contributes to the delivery or offers delivery of services of any kind to the public, must ensure that the administrators, leaders or junior officers own a commitment behavioral aspect given its impact on performance in institutions. It was also cited by Sabir (2021) that the highest percentage of poor teacher delivery, absenteeism and failure of learners to grasp the curriculum was greatly due to poor commitment behavior among the education institutional leaders. Therefore, we hypothesize that:

H_{iii}. There is significant relationship between commitment Leadership behavior and education service delivery

2.3.4 Leadership Behavior, Administrative Ethics and Education Service Delivery

Administrative ethics in academic institutions cannot be adhered to without the presence of leaders with desirable leadership behaviors (Ozan et al., 2017). It should be noted that local governments need to abide to a set of administrative ethical practices, for example those that promote accountability and transparency to improve education service delivery (Zamokhule *et al.*, 2020). This is because good administrative ethics ensure that there is a healthy level of flexibility which promotes innovativeness and creativity unlike poor administrative ethics given the fact that administrative ethics act as policies or standards for key stakeholders to achieve their education service delivery goals and targets (Zamokhule *et al.*, 2020; Afeez, 2020). In a study conducted by Sabir (2021), it was clearly stated that education institutional leaders who adhered to institutional standardized rules and principle guidelines (ethical guidelines) strengthened learners' performance and so contributed to the quality of education services in their institutions

It should be noted that administrative ethics influence leadership competencies and so good administrative ethics ensure that leaders are well-positioned to effectively run and manage the administrative functions related to education service delivery (Abdullahi, 2018). According to Abdullahi (2018), good leaders with good behaviors can only be evidenced by their ethical practices and behavior in administration management from which proper educational management can be attained. Shin and Jhee (2021) reported that good administrative ethics facilitate the recruitment of competent leaders who can exploit their capabilities and competencies to improve education service delivery. However, poor administrative ethics results in the recruitment of incompetent leaders leading to poor education service delivery

(Abdullahi, 2018). Therefore, the researcher sought to test whether there is a mediating effect of administrative ethics in the relationship between leadership behavior and education service delivery as the hypothesis that;

H_{iv}. Administrative ethics has a significant mediating effect on the relationship between leadership behavior and Education service delivery.

2.4. Research gap

The reviewed literature established the relationship between task-oriented leadership behavior and education service delivery in local governments, the relationship between change-oriented leadership behavior and education service delivery in local governments, commitment leadership behavior and education service delivery in local governments as well as the mediating effect of administrative ethics on the relationship between leadership behavior and education service delivery in local governments. Despite this, there was limited empirical literature on the interplay of commitment leadership behavior, change-oriented leadership behavior, administrative ethics and education service delivery in local governments from a Ugandan perspective, specifically in Namayingo district local government which presented a knowledge gap. Additionally, there was no clear study that endeavored to test whether education service delivery is affected by task-oriented leadership behavior, change-oriented leadership behavior, commitment leadership behavior and administrative ethics in Namayingo District Local Government

CHAPTER THREE

STUDY METHODOLOGY

3.0. Introduction

This chapter comprised of the research design, the study population, sampling strategy, sample size, unit of analysis, and unit of inquiry, data collection instruments, data collection procedure, measurement of variables, validity and reliability of research instruments, data processing and ethical considerations.

3.1. Research Design

A research design is a conceptual structure or blueprint under which a research study is conducted (Patel & Patel, 2019). The researcher used a cross-sectional research design. This design examined information on many cases at one point in time at least cost, delivered a quantitative representation of trends, attitudes, or observations of a population by assessing a sample of that population involved using questionnaires for data collection, aimed at generalizing from a sample to a population (Patel & Patel, 2019; Creswell, 2009). This kind of design assisted the researcher to attain more information on how leadership behavior and administrative ethics significantly affect education service delivery in Namayingo District Local Government

3.2 Study Population

A study population refers to the researcher's population of interest or target population (Casteel & Bridier, 2021). For this study, the study population included 92 government aided education institutions in Namayingo district local government local government (83 public primary schools and 9 government secondary institutions in Namayingo district local government. This list of institutions was accessed from the education department of Namayingo district local government (2022).

3.3 Unit of Analysis

The unit of analysis was the 75 government aided primary and secondary schools in Namayingo district local government

3.4 Unit of Inquiry

This study adopted and considered 225 (two hundred twenty five) as the unit of inquiry. The unit of inquiry was obtained by considering 3 participants from each sampled education institution comprising of 1 (one) head teacher per sampled institution, 1 (one) teacher per selected sampled institution and 1 (one) community representative on each of on management

committee for each of the 75 schools (secondary and primary schools). This was aimed at attaining valid information about the study from the right population that do practice leadership, administer ethical guidelines as well as struggle to attain education service delivery goals in Namayingo District Local Government.

3.5 Sample Size

The purpose of sampling is to obtain an adequate sample size which portrays a fair representation of the population under study (Patel & Patel, 2019). For this particular study, the researcher adapted a sample size of 75 primary and secondary education institutions out of the 92 primary and secondary education government institutions using the Taro Yamane's sampling method (1967) as indicated below;

Illustration using Taro Yamane formula

$$n = N / 1 + N * (e)^2$$

$$n = \text{Sample size}$$

$$N = \text{Total Population}$$

$$e = \text{Margin of error in the calculation}$$

$$n = 92 / 1 + 92 * (0.05)^2$$

$$92 / 1 + 92 * (0.0025)$$

$$92 / 1 + 0.23$$

$$92 / 1.23$$

$$= 75$$

3.6. Sampling Strategy

According to Saunders and Lewis (2007), Sampling is a strategy used by many researchers to determine the representation of subunits for a particular study. Therefore, this study adopted both stratified sampling and simple random sampling technique. A stratified sampling technique helped the researcher to subdivide the sample into two stratum including primary schools and secondary schools and this gave empirical meaning to the analyzed data with the fact that the whole study sample was fairly represented (Thomas, 2022). After initiating the stratified sampling technique, the simple random sampling technique was used and this provided chance to each of the 92 government aided education institutions to be considered for the study sample. The researcher wrote down the names of the 92 separating both primary and secondary education institutions on small pieces of paper as stratified, later mixed each of the stratum into separate buckets from which 75 education institutions were picked and

considered as a sample. From this process, 69 government aided primary schools and 6 government aided secondary schools were selected and taken as a sample for this study.

3.7. Data Collection Methods

Defined as the avenues the researcher use to collect data for the study (Creswell, 2008), data collection methods are critical for all research studies. Thus, questionnaires that involved a list of close ended questions were used to collect statistical data (Sileyew, 2019). These were adopted from the work of the World Bank (2013) and Marume and Chikasha (2016) and later modified by the researcher to suit the study context. The study participants received self-administered a 5-Likert measurement of scale questionnaires and gave their opinions by agreeing or disagreeing with the study statements.

3.8. Research Items Validity

The validity of items according to Saunders and Lewis (2009) refers to the ability of the data collection tools to measure the study variables, and to ensure that the study items can operationalize the study variables by stating and representing all the study items that measure the intended variables. Therefore in the same perspective, Content validity index was used to determine the validity of study items that is to say the researcher utilized the experts judgment where the items scored above the minimum threshold of 0.7 as per the work of Kimberlin and Winsterstein (2008) for example, Leadership behavior scored a CVI of (0.83), Administrative ethics scored a CVI of (0.88) and Education service delivery scored a CVI of (0.84), meaning the study items were valid to determine the study relationship

$$CVI = \frac{\text{Relevant Items by experts}}{\text{Total Number of items}}$$

3.9. Reliability Analysis

According to Saunders and Lewis (2009), reliability describes the level at which a research instrument yields consistent results across repeated trials. The researcher therefore tested for reliability using the Cronbach Alpha Coefficient and all the research items scored above the threshold of 0.6. The table below indicates that Leadership behavior scored (0.882), Administrative Ethics scored (0.890) and Education Service Delivery scored (0.636) indicating that the study items were reliable

Table 3:1. Reliability testing

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Leadership Behavior	.882	.887	18
Administrative Ethics	.890	.891	18
Education Service Delivery	.636	.628	25

Source; primary data (2023)

3.10. Measurement of study variables

The researcher developed specific research indicators that resulted into empirical observations representing the concepts (Neuman, 2014). The researcher measured the study variables using a 5 point likert scale of values (Strongly Agree=5, Agree=4, Not sure=3, Disagree=2 and Strongly disagree=1) to determine the respondents' view about the impact of leadership behavior, administrative ethics and education service delivery. According to the findings, the researcher measured variables using the study items of which leadership behavior (independent variable) had 18 items, administrative ethics had 18 items as well, and education service delivery had 25 study items

3.11. Operationalization of study variables

Leadership behavior: This refers to the way leaders practice and adhere to set standards to achieve institutional goals (Ozan et al., 2017). Leadership behavior as the independent variable was measured by three study constructs including task oriented, change oriented and commitment leadership behaviors as depicted in Oni (2017)

Task oriented leadership behavior; Means focusing on the completion of particular tasks as a measure of success (Oni, 2017).

Change oriented leadership behavior: Leaders under here tend to promote exploration of new and better ideas of doing things, or trying to uncover hidden potential in people, things or situations (Ozan et al., 2017).

Commitment leadership behavior: this refers to the level of dedication and willingness by leaders to execute a task for the achievement of institutional goals (Oni, 2017).

Administrative Ethics: Denotes the professional code of morality in service delivery, they constitute the moral fiber of workers, and they regulate the conduct and behavior of different categories of workers (Marume & Chikasha, 2016). Thus, they provide rules of the game. Similarly, Administrative Ethics as a mediation variable was measured as a four dimension constructs including fairness, accountability, honest and transparency as adopted from Marume and Chikasha (2016) and modified by the researcher to suit the study.

Fairness: This refers to just treatment of people being led (Marume & Chikasha, 2016).

Accountability: Is a matter of enforced expectations. Metrics and measures are wielded in the cause of having the interests of particular constituencies or communities or principals represented in the organizational form (Oni, 2017). Thus, being accountable is not a simple matter of being 'answerable' for some duty or other. It is a matter of promises (O'Kelly & Dub, 2012).

Honest: ensuring that the people you lead can fully trust you and depend on you (Marume & Chikasha, 2016)

Transparency: The openness in institutions by both the leaders and the people being led to indicate the clear image of what is being implemented or delivered (Marume & Chikasha, 2016)

Education Service Delivery: Martins and Ledimo (2015) defined education service delivery as "where, when and how education service is delivered to the learners/clients and whether this is fair or unfair in nature". Similarly, education service delivery in this study will be used to mean "where, when and how education service products are delivered to customers. This dependent variable was measured as a four dimensional constructs including adequate school infrastructure, learning environment, adequate staffing and scholastic materials as adopted from Kabeireho (2023) and Nakawoya (2021).

Adequate school infrastructure was defined by Nakawoya (2021) as the availability of the required infrastructures in terms of classrooms, seats, tables, administration space, sanitation facilities and other physical structures that accommodates learning activities

Learning environment: The space in which learners feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings going beyond classrooms, latrines and play grounds (The World bank, 2013).

Adequate staffing: Refers to the consideration of teacher to learner ratio or other support staff in the recruitment of staff in the education institutions (Kabeireho, 2023). Similarly, adequate

staffing implies the quality of services delivered by staff in the education institutions (Nakawoya, 2021)

Scholastic materials: Elaborated by Martin and Ledimo (2015) as the daily necessary requirements for learners and teachers including uniforms, meals, chalk/markers and other items, scholastic materials were viewed as a critical component for education service delivery (The World Bank, 2013).

3.12. Data cleaning and screening

After data collection, the researcher cleaned data for consistence before entering it in the data set for data analysis. The researcher screened for outliers before data entry into the data set. Similarly, missing value analysis was conducted to ascertain the percentage of missing values in the data set. Also, the researcher subjected the questionnaires' data to the data in the data set to check for inconsistency and accuracy as suggested by Creswell (2009). This helped to check and solve gaps realized during data entry and also resulted into smooth data analysis and presentation of findings. It should be noted that missing values should be less than 5% for the analysed results to be considered bearable (Jakobsen, 2017).

3.13. Data Analysis and presentation

This process involves data collection, coding, recording, interpretation and presentation. Quantitative technique was used to support this entire exercise (Creswell, 2009).

3.13.1. Quantitative Data

SPSS (IBM-Statistical Package for Social Scientists) was used by the researcher to analyze the data collected. The collected statistical data was subjected to Pearson's correlation analysis and a regression analysis. Pearson's Correlation analysis was done to determine the direction either positive or negative, and strength of the study objectives. Regression analysis was conducted to examine the extent to which study variables (Independent variables) affect the dependent variable (s). Similarly, the researcher utilized the linear regression analysis to determine the predictive power of the independent variable and mediating variable onto the dependent variable, hence task-oriented leadership behavior on education service delivery (H_1), change-oriented leadership behavior on education service delivery (H_2) and commitment leadership behavior on education service delivery (H_3). Subsequently, the above direct relationships were ascertained based on the following linear equations;

Equation 1: Linear equation for direct effect testing

$$Y = \beta_{01} + \beta_1 X_1 + \varepsilon_1 \dots \dots \dots (1)$$

$$M = \beta_{02} + \beta_2 X_2 + \varepsilon_2 \dots \dots \dots (2)$$

$$Y = \beta_{03} + \beta_3 X_3 + \varepsilon_3 \dots \dots \dots (3)$$

Note;

X₁: Independent variable (task-oriented leadership behavior)

X₂: Independent variable (change-oriented leadership behavior)

X₃: Independent variable (commitment leadership behavior)

Y: Dependent variable (education service delivery)

β₀₁ to β₀₃: Corresponding Constants

‘β₁’ to ‘β₃’: Change induced on the dependent variable (education service delivery) by the corresponding predictor variables (task-oriented leadership behavior, change-oriented leadership behavior, and commitment leadership behavior)

‘ε₁’ to ‘ε₃’: Error terms

3.13.2 Mediation Analysis (Indirect Effect)

The researcher analysed for the indirect effect by use of process macro. The researcher analysed for a series of regression models in SPSS to approve with the three principles of mediation as established by Baron and Kenny (1986), and later improved by Hayes (2017) as suggested in the mediation equation below:

Equation 2: Models for testing indirect/ mediation effect

$$Y = \beta_{04} + C_1 X + \varepsilon_4 \dots \dots \dots \text{Model 1}$$

$$M = \beta_{05} + a_1 X + \varepsilon_5 \dots \dots \dots \text{Model 2}$$

$$Y = \beta_{06} + C_1 X + b_1 M + \varepsilon_6 \dots \dots \dots \text{Model 3}$$

Note;

X: Independent variable (leadership behaviour)

Y: Dependent variable (education service delivery)

M: Mediator variable (administrative ethics)

β₀₄, β₀₅, β₀₆: Constants representing the Y and M intercepts in corresponding equations

a₁: The effect of slope coefficients representing the effect of the independent variable on the mediator

C₁: The effect of slope coefficients indicating the influence of the independent variable on the dependent variable

¶4 to 6: The corresponding error terms

3.14. Ethical considerations

Before conducting the study, the researcher acquired a letter of consent from the University Directorate of Graduate Studies, Research and Innovations and Namayingo district local government authorities to access the study participants. The researcher also informed and got consent from the study participants about the study before extracting information from them. Informed consent implies that the research respondents have been informed about the procedures of a study in which they have been asked to participate (Creswell, 2009). The researcher also ensured not to act contrary to the pledges made towards the study participants for example confidentiality, privacy and comfort of the respondents. The respondents were assured that the information provided to the researcher was to be treated anonymously and decently.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the study findings from data analysis and the researcher's interpretation of the study results. Therefore, this study's analysis and interpretation of results is based on the following study objectives;

1. To examine the relationship between task-oriented Leadership behavior and education service delivery in Namayingo district local government.
2. To analyse the relationship between change-oriented leadership behavior and education service delivery in Namayingo district local government.
3. To determine the relationship between commitment-leadership behavior and education service delivery in Namayingo District local government
4. To examine the mediation effect of Administrative Ethics in the relationship between leadership behavior and education service delivery in Namayingo District Local Government leadership behavior

Similarly, this chapter presents the findings from the regression analysis based on the following study hypotheses;

H_i. There is significant relationship between task oriented leadership behavior and Education Service Delivery

H_{ii}. There is significant relationship between change oriented leadership behavior and education service delivery

H_{iii}. There is significant relationship between commitment Leadership behavior and education service delivery

H_{iv}. Administrative ethics has a significant mediating effect on the relationship between leadership behavior and Education service delivery

4.1 Response Rate

The study indicates that out of the 75 schools (69 primary and 6 secondary schools), 68 including 64 primary schools and 4 secondary schools participated in this study and this stipulates a response rate of 91% (unit of analysis) indicating a valid representation of the study sample. These findings are thus presented in Table 4.1. The response rate of this study consequently scored above the 50% threshold as proposed by Saunders and Lewis (2009).

Table 4:1. Response rate

	Frequency	Percentage
Unit of Analysis		
Targeted Schools	75	100
Response Rate	68	91
Non Response Rate	7	9
Total	75	100

4.2. Missing Data Detection and Treatment

Missing Value Analysis (MVA) means the ways of identifying the patterns of missing values in statistical data to avoid data that can mislead the entire study Papageorgiou et al. (2018) and Jakobsen et al. (2017). Thus, the researcher checked data to identify missing values by use the help of the missing value analysis (MVA). Missing values can distort the study findings if not checked well (Heir et al., 2013). Similarly, missing values were determined using SPSS version 23 and results revealed that missing values were 3%, below 5% which is tolerable and so cannot harm the study findings as suggested by Jakobsen et al. (2017) that missing values that are less than 5% are bearable

4.3. Demographic characteristics

This subsection of the chapter presents the demographic findings of the study respondents comprising of gender, age group, education, level of experience, and type of school attached as indicated in Table 4:2 below:

Table 4:2. Characteristics of the study respondents

Demography	Frequency	Percentage
Gender		
Male	125	66%
Female	64	34%
Total	189	100%
Age Group		
25 years and below	25	13%
26-32 years	49	26%
33-39 years	45	24%
40 years and above	70	37%
Total	189	100%
Education status		
UACE	6	3%
Certificate	68	36%
Diploma	64	34%
Degree	43	23%
Postgraduate	8	4%
Total	189	100%
Level of experience		
0-2 years	13	7
3-5 years	42	22
6-8 years	30	16
9 years and above	104	55
Total	189	100%
Type of school		
Government P/S	64	94
Government Sec	4	6
Total	68	100%

Source; primary data (2023)

From table 4:2 above, the findings shows that majority of the respondents were male (66%) compared to female (34%). This implies that majority of the respondents reached were males with the fact that majority of the community representatives on primary and secondary government aided school management committees are males in Namayingo District as per the report from the District Education Office of Namayingo District. Secondly, majority of the respondents were aged 40 years and above (37%) followed by those aged 26-32 years (26%), 33-39 years (24%) and lastly 25 years below (13%). This implies that majority of the education institutions in Namayingo DLG have experienced education staff and the representatives on the education institutional management committees and so able to provide quality education services. Based on the study findings, it is clearly indicated that majority of

the respondents hold grade III certificates (36%) followed by those holding diplomas (34%), degrees (23%), postgraduates (4%) and only 3% holding UACE qualifications. This is an indication that majority of the teachers do not meet the required standards by the MoES for all teachers to hold Bachelor’s degrees as the least qualification (MoES, 2023)

It should be noted that the researcher collected data majorly from experienced participants representing 55% that had worked within the education institutions between 9 years above signifying the validity of information collected, while the other respondents had experience of 3-5 years (22%), 6-8 years (16%) and the least number of participants were between 0-2 years (7%). Additionally, majority of the schools reached by the researcher were primary schools (94%) whereas the secondary schools were 6%. This means that the researcher tested education service delivery with the utmost consideration of government aided primary schools. This can be true given that more than half of the education institutions in Namayingo DLG are primary schools as reflected by Namayingo DLG (2023). Similarly, the findings also helped to validate the suggestions in relation to the study for example, it was suggested by the District Education Office of Namayingo DLG (2023) that government primary aided schools are characterized by poor quality education services compared to privately owned primary schools in the district.

4.4 Descriptive Statistics

The researcher conducted a descriptive statistical analysis to ascertain and summarize basic characteristics of data found in a study (Bhandari, 2020). Hence, the study describes the data sample, and its measurements resulting into clear understanding the data. Table 4:3 below shows the mean and standard deviation of the study paradigms;

Table 4:3. Descriptive Statistics

Variable	Mean	Std. Deviation
Task-Oriented Leadership Behaviour	3.570	.78117
Change-Oriented Leadership Behaviour	3.622	.65787
Commitment Leadership Behaviour	3.157	.62664
Education Service Delivery	3.203	.41245
Administrative Ethics	3.563	.64282

Source: primary data (2023)

In reference to the Table 4.3 above, it is statistically proved that majority of the respondents seem to have agreed with the statements raised pertaining to the constructs under study given the fact that the mean and standard deviation values for task-oriented leadership behavior

(Mean=3.0570; Std Dev=0.78117), change-oriented leadership behavior (Mean=3.0622; Std. Dev=0.65787), commitment leadership behavior (Mean=3.157; Std. Dev=0.62664) and education service delivery (Mean=3.203; Std Dev=0.41245) as well as administrative ethics (Mean=3.563; Std. Dev=0.64282) are above 3 which was neutral response as suggested by Bhandari (2020).

4.5. Results from the Correlation Analysis

The researcher used Pearson’s correlation analysis to examine the significance and a trend of the relationship between the study variables as suggested by Janse et al. (2021) that Pearson’s correlation analysis is the most effective in determining relationships among study variables. Therefore, the table 4:4 below shows the correlation study findings;

Table 4:4. Correlation Analysis Results

	EDSD	TOLB	COLB	CLB
Education Service delivery (EDSD)	1			
Task-Oriented Leadership Behaviour (TOLB)	.254**	1		
Change-Oriented Leadership Behaviour (COLB)	.267**	.561**	1	
Commitment Leadership Behavior (CLB)	.406**	.676**	.566**	1

Source; primary data (2023)

4.5.1. The Relationship between Task-Oriented Leadership Behavior and Education Service Delivery

With reference to the study findings in table 4:4 above, it is indicated that task-oriented leadership behavior correlates with education service delivery, and this is represented by a positive significant relationship ($r=0.254$; $p < 0.01$). The findings indicate that there is a positively significant relationship between task-oriented leadership behavior and education service delivery. Implying that a positive task-oriented leadership behavior may result into a positive change in education service delivery. Therefore, there is a 0.25% possibility that education service delivery might change due to a variation task-oriented leadership behavior.

4.5.2. The Relationship between Change-Oriented Leadership Behaviour and Education Service Delivery

From the study results in table 4:4 above, it is observed that change-oriented leadership behaviour correlates with education service delivery, and this is proved by a positive

relationship between change-oriented leadership behaviour and education service delivery ($r=0.267$; $p < 0.01$). The findings indicate that there is a positively significant relationship between change-oriented leadership behaviour and education service delivery. Implying that a positive change in change oriented leadership behavior may result into a positive change in education service delivery. Therefore, there is a 0.27% possibility that education service delivery might change due to a variation in change-oriented leadership behaviour.

4.5.3. The Relationship between Commitment Leadership Behavior and Education Service Delivery

From the study results in table 4:4 above, it is witnessed that commitment leadership behavior has a positive correlation with education service delivery. This is proved by a positive relationship between commitment leadership behaviour and education service delivery ($r=0.406$; $p < 0.01$). The study findings indicate that there is a positively significant relationship between commitment leadership behavior and education service delivery. Suggesting that a positive change in commitment leadership behavior may result into a positive change in education service delivery. Implying a 0.41% possibility that education service delivery might change due to change in commitment leadership behavior.

4.6. Testing study Hypotheses using Regression Analysis

The researcher conducted a regression analysis to determine the predictive power among the study variables task-oriented leadership behavior, change-oriented leadership behaviour, commitment leadership behaviour, administrative ethics and education service delivery (dependent variable) as presented below;

Table 4:5. Direct effect for task-oriented leadership behavior on education service delivery

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant) Task-Oriented Leadership Behavior	2.532	.241		10.508	.000
	Dependent: Education Service Delivery	.015	.005	.254	2.819	.006
		R =0.254 ^a R ² =0 .065	Adjut. R ² =0.056	F=7.945		.000

N=68

Source; primary data (2023)

4.6.1. Task-Oriented Leadership Behavior and Education Service Delivery

From the table 4:5 above, the findings shows that task-oriented leadership behavior has a positively significant role on education service delivery ($\beta = .254$; $F = 7.945$; $p < 0.01$). It is evidenced from the analysis that task-oriented leadership behavior accounts for 7% change in education service delivery ($R^2 = 0.065$) whereas the remaining 93% is subjected to other external related factors out of the study context. Therefore, the hypothesis which stated that there is significant relationship between task-oriented leadership behavior and education service delivery in Namayingo district local government is accepted.

Table 4:6. Direct effect of change-oriented leadership behaviour education service delivery

Model		Coefficients ^a		Standardized		
		Unstandardized Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant) Change-Oriented Leadership Behaviour	2.471	.250		9.892	.000
	Dependent: Education Service Delivery	.060	.020	.267	2.966	.000
		R =0. 267 ^a	Adjut. R ² =0.063	F=8.796		.000
		R ² =0.071				

N=68

Source; primary data (2023)

4.6.2. Change-Oriented Leadership Behaviour and Education Service Delivery

From the table 4:6 above, the study findings revealed that change-oriented leadership behaviour has a positively significant impact on education service delivery ($\beta = .267$; $F = 8.796$; $p < 0.01$). It is evidenced from the analysis that change-oriented leadership behaviour accounts for 7% change in education service delivery ($R^2 = 0.071$; $p < 0.01$) whereas the remaining 93% is subjected to other external related factors out of this study context. Therefore, the second hypothesis which stated that there is a significant relationship between change-oriented leadership behaviour and education service delivery in Namayingo district local government is accepted.

Table 4:7. Direct effect of commitment leadership behavior on education service delivery

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.472	.157		15.694	.000
	Commitment Leadership Behaviour	.052	.011	.406	4.766	.000
Dependent: Education Service Delivery		R =0.406 ^a	Adjut. R ² =0.158	F=22.716		.000
N=68		R ² =0.165				

Source: primary data (2023)

4.6.3. Commitment Leadership Behavior and Education Service Delivery

With reference to the above table 4:7, study findings revealed that commitment leadership behavior has a positively significant impact on education service delivery ($\beta = .406$; $F = 22.716$; $p < 0.01$). It is evidenced from the analysis therefore, that commitment leadership behavior accounts for 17% variation in education service delivery ($R^2 = 0.165$; $p < 0.01$) whereas the remaining 83% is due to other factors beyond this study context. Therefore, the third hypothesis which stated that there is a positively significant relationship between commitment leadership behavior and education service delivery in Namayingo District local government is also accepted.

Table 4:8. Testing for Indirect effect

<i>Model I</i>	Variables	r	T	p	LLCI	ULCI
	Education Service Delivery	.6502	2.2051	.0294	.0661	1.2343
	Leadership Behavior	.7525	9.9908	.0000	.6033	.9017
	R ² = .4647 F=99.8165					
<i>Model II</i>	Leadership Behavior	2.2823	9.3711	.0000	1.7999	2.7648
	Administrative Ethics	.2379	3.8241	.0002	.1147	.3611
	R ² = .1128 F =14.6238					
<i>Model III</i>	Education Service Delivery	2.0675	9.0329	.0000	1.6141	2.5210
	Leadership Behavior	.0107	.1366	.8916	.1657	.1444
	Administrative Ethics	.3304	4.6594	.0000	.1899	.4708
	R ² = .2547 F =19.4835					
	Total effect of X on Y					
	Effect	se	t	p	LLCI	ULCI
	.2379	.0622	3.8241	.0002	.1147	.3611
	Direct effect of X on Y					
	Effect	se	t	p	LLCI	ULCI
	.0107	.0783	.1366	.8916	.1657	.1444
	Indirect effect(s) of X on Y:					
	Effect	SE	LLCI	ULCI		
	.2486	.0605	.1452	.3798		
	N=68					

Source: primary data (2023)

4.6.4. Mediation effect of Administrative Ethics on the relationship between Leadership Behavior and Education Service Delivery

From the above table 4:8 showing the mediation results analysed using process macro v4.2 (Hayes, 2022), the following models were identified

Model I. This model reveals that leadership behavior has to be a power predictor for education service delivery. Based on this study's findings, leadership behavior predicts education service delivery ($r = .7525$; LLCI = .6033, ULCI = .9017; R square = .4647; $p < 0.01$). Therefore, any change in the units of leadership behavior results into an increase in the units of education service delivery by 0.7525 units hence satisfying the 1st model condition as in Table 4:8 above

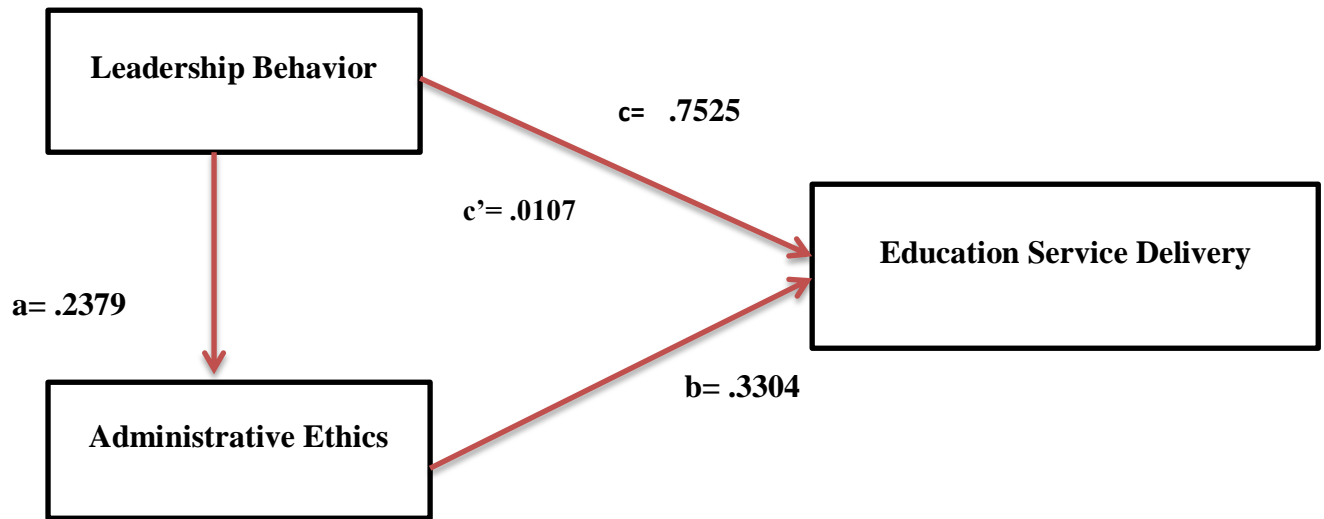
Model II. This model states that leadership behavior has to be a power predictor for administrative ethics. Considering the findings for this study, leadership behavior predicts administrative ethics in education service delivery ($r = .2379$; LLCI = .1147, ULCI = .3611; R square = .1128; $p < 0.01$). Therefore, any change in the units of leadership behavior results into an increase in the units of administrative ethics by 0.2379 units hence satisfying the 2nd model condition as indicated in Table 4:8 above.

Model III. This model reveals that administrative ethics should be a power predictor of education service delivery and the findings in table 4:8 above indicates that administrative ethics has a positively significant impact on education service delivery ($r = .3304$; LLCI = .1899, ULCI = .4708; R square = .2547; $p < 0.01$). Therefore, any change in administrative ethics leads to an increase in education service delivery by 0.3304 units. Consequently, the absolute indirect effect of leadership behavior on education service delivery is determined by model II and model III with the indirect effect value of .2486 strengthened by LLCI (.1452) and ULCI (.3798) that shows that there exists no zero value between them. Similarly, when model II was controlled (administrative ethics), it was evidenced that the direct effect of leadership behavior on education service delivery is positively and empirically significant (LLCI = .1147, ULCI = .3611, $p < 0.01$). This is because there is no zero value that is included between the LLCI and the ULCI.

Model IV. For this model, the type of mediation is examined for example whether it is full or partial mediation by relating the path of Model I and that of Model III. The analysed results indicated that leadership behavior power predicts education services delivery less strongly in Model III (.0107) compared to Model I (.7525). Therefore, the above study results indicate

that administrative ethics is a partial mediator in the relationship between leadership behavior and education service delivery as depicted in table 4:8 above

Final Model



Source: primary data (2023)

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of results, conclusion and recommendation as per the presentation of results in chapter four above. The major subsections in this chapter are; discussion, conclusion, recommendation, limitations and suggestions for further studies

5.1. Discussion of results

This subsection presents the discussion of findings based on study objectives

5.1.1. Task-Oriented Leadership Behavior and Education Service Delivery

The first research objective established the relationship between task-oriented leadership behavior and education service delivery. From the study findings, there is a positively significant relationship between task-oriented leadership behavior and education service delivery meaning that workers that are task oriented in terms of collaborating to achieve a particular task, focusing on a particular goal and milestone achievement can lead to availability of adequate infrastructure, adequate staffing, improved learning environment and provision of scholastic materials that enhances quality education service delivery.

These study results concur with those of Shai and Kuye (2018) who asserted that task-oriented leadership behavior influences the delivery of education services and so governments should ensure that leaders focus onto the assigned tasks to attain national education standards. These study findings also concur with those of Hossain (2019) who asserted that task oriented leadership behavior influences the effectiveness of local governments to deliver education services given that it provides the guidance and governance in the education service delivery process by emphasizing education staff to focus on specifics tasks to improve performance of learners.

Consequently, the study findings also agree with the works of Shimengah (2018) who reported that task-oriented leadership behavior may either enhance or curtail education service delivery in local governments given the fact that leaders who are task focused tend to be competent enough to speed up the attainment of education goals. These study findings are in congruence with those of Nimota and Kadir (2019) who reported that non-task oriented leadership behavior results into poor organizational systems and guidelines that affect education service delivery; and the challenges that are brought up by such leadership

behaviour include non-transparency and poor accountability which affect the delivery of education services

These study's findings are in line with the assumptions of Path-Goal theory of Leadership (House, 1971) which suggest that a leader should prioritize tasks based on targets to attain a particular goal of an institution (Toole & Kadian-Baumeyer, 2022). Similarly the findings indicates that being more focused, directive and participatory leads to attainment of institutional goals which is in line with the suggestions by House (1971) in his theory path-goal which indicated that focusing on a particular task is the foundation of goal achievement. Thus, the study findings suggest that task planning, monitoring of tasks, solving challenges to a task, setting targets for teams, communicating plans and setting timelines for accomplishment of tasks should be strengthened in order for the government to promote quality education services to the citizens by ensuring the availability of adequate school infrastructures, adequate staffing, scholastic materials and friendly learning environment

5.1.2. Change-Oriented Leadership Behaviour and Education Service Delivery

The second objective of the study was to examine the effect of change-oriented leadership behaviour on education service delivery. The study findings indicated that change-oriented leadership behaviour has a positively significant impact on education service delivery. Based on these findings therefore, leaders who have passion of creativity/innovation and meets fellow staff to plan for new ideas, determines the level and quality of education service delivery in terms of adequate school infrastructures, adequate staffing, availability of scholastic materials and a desirable learning environment.

The study results are in agreement with those of Abdullahi (2018) who asserted that education institutional heads that focus on positive change are promoters of positive performance given their zeal to create required impacts through teachers and learners themselves. Additionally, these study findings concur with the works of Ortega et al. (2014) that suggested that change-oriented leadership behavior is believed to be subject to strategic planning thus playing an important role in providing common direction and commitment among workers in all sectors of service delivery.

Similarly, these findings are in line with those of Mohammed and Wang (2018) who argued that change-oriented leadership behavior is a foundation of quality education service delivery in the world with the fact that such leaders tend to focus on the achievement of an institutional goal by designing approaches to influence positive change through the team that is being led. Given that these findings cherish change-oriented leadership as a critical

component for education service delivery, the assertions by Adebayo et al. (2019) can be proved to be right for example Adebayo et al. (2019) suggested that over 40% of change in staff contribution in service delivery in any institution is due to their leaders who are change-oriented or focused with the fact that they value innovation and quality delivery of milestones.

Therefore, these study's findings suggests that leaders should be creative or influence creativity among staff which can determine the quality of education service delivery by ensuring the presence of adequate school infrastructures, adequate staffing, scholastic materials and a desirable learning environment.

5.1.3. Commitment Leadership Behavior and Education Service Delivery

The third objective of the study was to determine the relationship between commitment leadership behavior and education service delivery. The study findings thus indicated that commitment leadership behavior positively and significantly affects education service delivery. This implies that leaders who are committed enough motivates staff to perform, deliver quality output, execute their duties in time and also focus on goal attainment that later results into the contributions towards the availability of adequate school infrastructures, adequate staffing in schools, availability of scholastic materials and a friendly learning environment.

These study findings concur with those of Sabir (2021) who emphasized that those schools which have progressed worldwide are credited to leaders who are committed to delivering as per the set national and international education standards. Similarly, the study results are in agreement with those of Ko et al. (2022) who asserted that leaders with acceptable behaviors are leaders that are committed to deliver as per the assigned tasks and adhere to guidelines of the organization to achieve the set objectives. The findings are also in congruence with Wajid et al. (2022) who suggested that commitment leadership behaviour helps both learners and leaders to adhere to ethical principles that brings about quality performance in schools.

Consequently, the study findings also concur with those of Ozan et al. (2017) who asserted that a committed school staff in an academic institution is responsible not only for enhancing academic success but also creating an environment in which both students and employees can learn effectively. The findings are not in isolation with those of Omar et al. (2014) who suggested that commitment leadership behavior is more of a directive and supportive role that leaders are mandated to adhere to for maximum output from their staff. Thus, the study

findings establishes that institutional leaders should be committed enough to motivate staff to perform, deliver quality output, execute their duties in time and also focus on goal attainment to enhance quality education service delivery through the availability of adequate school infrastructures, adequate staffing in schools, availability of scholastic materials and a friendly learning environment.

5.1.4. Leadership Behavior, Administrative Ethics and Education Service Delivery

The fourth and final objective of the study was to examine the mediation effect of administrative ethics on the relationship between leadership behavior and education service delivery. The study findings revealed that administrative ethics partially mediates the relationship between leadership behavior and education service delivery. This means that the quality of education service delivery cannot only be attained through proper leadership behavior but also partly with the inputs of proper administrative ethical behaviours and practices.

These study's findings are in line with those of Ozan et al. (2017) and Zamokhule et al. (2020) who suggested that administrative ethics in academic institutions cannot be adhered to without the presence of leaders with desirable leadership behaviors, and so local governments need to abide to a set of administrative ethical practices, for example those that promote accountability and transparency to improve education service delivery. Similarly, the study findings concur with those of Abdullahi (2018) who established that administrative ethics influence leadership competencies that later ensures that leaders are well-positioned to effectively run and manage the administrative functions related to education service delivery

It should be noted these findings are in congruence with the works of Shai and Kuye (2018) who earlier suggested that leaders can only attain education service delivery goals by adhering to the set ethical guidelines and principles. Similarly, the study results do not differ from those of Shimengah (2018) who asserted that high performing education institutions in the world are as a result of competent leaders who cherish the designed education policies and principles. The study findings also concur with those of Ndabahaliye (2013) who asserted that adhering to the provided ethical guidelines at all institutional levels is the foundation of being a good leader that can motivate and influence others to perform to the desired level and attain institutional goals. Thus, leaders who are task oriented, change oriented and committed can lead to quality education service delivery with the fact that they do proper accountability, practice fairness at work, they are honesty and ensures equity in people they work with. Therefore, the study findings established that the leaders who cherish proper administrative

ethics do have desirable leadership behavior which strengthen or enhances quality education service delivery.

5.2. Conclusion

In conclusion, the study established that task-oriented leadership behavior has a positively significant effect on education service delivery. The study also asserted that change-oriented leadership behavior and commitment leadership behavior positively affect education service delivery. Therefore, this study suggests the following in context;

Firstly, the study findings showed that task-oriented leadership behavior has a significant impact on education service delivery. Thus, it can be concluded that allowing teachers to participate in the planning process of the school programs, monitoring the progress of the tasks, clearly setting targets to be accomplished, effectively communicating the plans and expectations of the department, recognizing task out performing staff and considering suggestions from other staff about the task leads to quality education service delivery.

Secondly, the study results revealed that change-oriented leadership behavior has a positively significant relationship with education service delivery. Hence, when Educational supervisors allow teams to try out new ideas when dealing tasks, conduct regular performance planning meetings, and encourage other team members to be innovative, and then there shall be room for quality education service delivery improvement.

Thirdly, the study results revealed that commitment leadership behaviour has a positively significant relationship with education service delivery. Thus, as Educational leaders should be exemplary in reporting early at work, motivate staff to fully execute their duties, train them to deliver quality outputs and stay committed to accomplish tasks, it reflects the ways towards the attainment of the required standards in delivering quality education services

Lastly, fourth objective of the study was to examine the mediation effect of administrative ethics on the relationship between leadership behavior and education service delivery. The findings revealed that administrative ethics partially mediates the relationship between leadership behavior and education service delivery. Consequently, fairness, accountability, equity and honesty of an educational leader translate its inputs into task-oriented leadership behavior, change-oriented leadership behavior and commitment leadership behavior to influence the quality of education service delivery in educational institutions.

Thus, school leaders, District Education Officers, Ministry of Education and Sports should adopt desired behaviors needed to exercise proper administrative ethics to strengthen and ensure effective quality education service delivery in Government schools of Namayingo District and Uganda at large

5.3. Recommendations

Based on the above conclusions, the study recommends the following;

In line with the study findings which revealed that task-oriented leadership behaviour has a significant impact on education service delivery, its recommended that the government should ensure that education supervisors and directors in the education sector focus on assigned tasks, do timely planning and closely monitor and communicate with other employees to accomplish tasks in time and deliver quality education services. This should be enforced by designing and implementing clear policy guidelines to improve education systems

The study findings indicated that change-oriented leadership behavior has a positively significant effect on education service delivery. Hence, it's recommended that education supervisors, administrators and directors ought to ensure that there are opportunities for innovation and creativity among staff as a technical strategy for quality education service delivery improvement. Thus, local government authorities should plan to create avenues that provide opportunities to teachers to be innovative to contribute to quality education.

The study results further revealed that commitment leadership behavior has a significant relationship with education service delivery. It is therefore recommended that the government should ensure that employees in the education sector at all levels are committed enough to the assigned roles to enhance the delivery of quality education services to the learners. This should be achieved by prioritizing and enforcing the existing education policy guidelines and public service personnel management policies.

The study findings indicated that administrative ethics partially mediates the link between leadership behaviour and education service delivery. Hence, it is recommended that institutional leaders and administrators must adhere to required ethical standards of education to strengthen the delivery of quality education with applicability of administrative ethical guidelines to shape education services in Namayingo District

5.4 Limitations and areas for further studies

In this current study, some limitations should be highlighted as;

The data was collected from a limited sample of government aided schools in Namayingo District Local Government in Uganda. Thus, these findings might not be generalizable to a sample beyond this study population. However, the researcher ensured that data from the limited sample targeted was clearly collected, analyzed and presented to give meaning to the data. It is therefore recommended that further studies be carried out to test education service delivery model using the data from private schools and beyond Namayingo District Local Government to curb the aspect of external validity of the analyzed results.

This study utilized a cross-sectional research design where data from respondents was attained at a single moment in time and so results might be unable to address the likely changes over time that were realized to the variables after data collection. This challenge was treated by ensuring appropriate sample representation and properly interpreting data to give meaning. Hence, it is recommended that a similar study be conducted using a longitudinal research design in Uganda.

The study was solely and statistically conducted without considering the errors for example biased opinions that are subjected to this kind of approach. It should therefore be noted that these errors might have adversely impacted on the study findings. Also, the researcher ensured that data is properly treated i.e. by identifying missing values, and removing outliers from the data set, as well as testing the credibility of results using correlation and regression analysis. Hence, it is recommended that a similar kind of study is conducted through a mixed research design to collect detailed data and obtain unbiased findings from participants as suggested by Bhandari (2020)

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APPENDIX I: QUESTIONNAIRE GUIDE
QUESTIONNAIRE GUIDE FOR TEACHERS & HEAD TEACHERS IN
NAMAYINGO DISTRICT

Dear respondent/participant,

I am Patrick Gusino, a Master's student of Business Administration at Busitema University. I intend to conduct a study on leadership behavior, administrative ethics and education service delivery in local governments. I kindly request you to participate in this study by providing appropriate and accurate information in this questionnaire. I will ensure to conceal any identifying information and uphold confidentiality and honesty. Kindly tick the box below as a sign of your consent in participating in this study.

I hereby accept to participate in this study

In case of further information or queries, you can contact me on **0701872119/ 0777334866**

SECTION A: DEMONGRAPHIC DATA

SECTION A1: GENDER

Male	Female
1	2

SECTION A2: AGE GROUP

25 years and below	26-32 years	33-39 years	40 years and above
1	2	3	4

SECTION A3: Education status

UCE	UACE	Certificate	Diploma	Degree	Post graduate diploma	MBA
1	2	3	4	5	6	7

SECTION A4: What is your level of work experience?

0-2 years	3-5 years	6-8 years	9 years above
1	2	3	4

SECTION A5: Which type of school do you work in?

Government P/S	Government Sec	Private Secondary	Private Voc	Others, specify
1	2	3	4	5

SECTION B: INDEPENDENT VARIABLE (LEADERSHIP BEHAVIOR) For this section, please tick either 5, 4, 3, 2, 1 for each of the statements below as per description in the table. This is a 5-point Lickert scale ranging from strongly agree to strongly disagree where: (5=Strongly Agree, 4=Agree, 3 = Not sure, 2=Disagree and 1=Strongly Disagree)

Code	Statement	5	4	3	2	1
B1	Task oriented leader behavior					
TOL1	I participate in the planning process of the school programs	5	4	3	2	1
TOL2	My immediate supervisors closely monitor the progress of the tasks given to me.	5	4	3	2	1
TOL3	My immediate supervisors are greatly concerned with problem solving to provide comfort at the work place.	5	4	3	2	1
TOL4	My immediate supervisor clearly sets for me targets to be accomplished	5	4	3	2	1
TOL5	My immediate supervisor effectively communicates the plans and expectations of the department	5	4	3	2	1
TOL6	My immediate supervisor sets clear time line for doing a given piece of work	5	4	3	2	1
TOL7	Am given all the support to do the tasks that are assigned to me.	5	4	3	2	1
TOL8	My immediate supervisors are interested in assisting me develop the necessary skills for my routine tasks.	5	4	3	2	1
TOL9	I am shown the necessary recognition for the contribution that I make towards Education in Namayingo District	5	4	3	2	1
TOL10	My suggestions are given due consideration when decisions are being made in the school	5	4	3	2	1
TOL11	My supervisor has built health relationship with all the subordinates	5	4	3	2	1
B2	Change oriented Leader behavior					
CO1	My immediate supervisors allow me to try out new ideas when dealing with a current problem	5	4	3	2	1
CO2	Planning meetings are held regularly to discuss new ways of attaining good performance of learners	5	4	3	2	1
CO3	My immediate supervisor encourages creativity and innovation all geared towards school learner performance	5	4	3	2	1
B3	Commitment leadership behavior					
C1	My supervisor is exemplary in reporting early at school/work	5	4	3	2	1
C2	All my workmates are fully motivated to fully execute their duties	5	4	3	2	1

C3	We have received trainings in delivering quality education services in Namayingo District	5	4	3	2	1
C4	No staff want to be transferred from my school to another institution	5	4	3	2	1
SECTION C: MEDIATING VARIABLE (ADMINISTRATIVE ETHICS)						
C1	Accountability					
A1	We openly discuss issues which affect education service delivery in Namayingo District	5	4	3	2	1
A2	Leaders in the Education department normally account for all resources received and allocations made to schools regularly in Namayingo District	5	4	3	2	1
A3	All stakeholders of Education in Namayingo regularly meet to discuss issues affecting Education service delivery in Namayingo	5	4	3	2	1
A4	Education sector accountability dialogues/ meetings are regularly conducted	5	4	3	2	1
A5	There is visible value for money when you look at our infrastructural projects in school	5	4	3	2	1
C2	Fairness					
F1	We have supporting structures that facilitate compliance to administrative policies in the delivery of education services in Namayingo District	5	4	3	2	1
F2	There is fairness exhibited by my leaders in resolving disputes at my school	5	4	3	2	1
F3	There has been fairness shown during staff appraisal by my immediate supervisor	5	4	3	2	1
F4	During recruitment of teaching staff in Namayingo, high level of fairness is practiced	5	4	3	2	1
F5	Recognition to teachers is done on merit at our school	5	4	3	2	1
C3	Equity					
E1	We have clear communication lines which promote equal participation and transparency	5	4	3	2	1
E2	Resource allocation is equitably done in Namayingo DLG Education sector	5	4	3	2	1
E3	The infrastructures in school are utilized in recognition of gender i.e. women/girls have their privacy in latrine stance usage	5	4	3	2	1
E4	Girls and boys are given the same education support in our school					
C4	Honesty					
H1	We openly discuss issues which affect education service delivery in Namayingo District	5	4	3	2	1
H2	Education leaders exhibit honesty while making communication related to Education services in Namayingo District	5	4	3	2	1

H3	There is disclosure of information regarding all projects in Education service delivery in my school	5	4	3	2	1
H4	There are no cases of conflict of interest during recruitment of teachers and hiring service providers in Namayingo District	5	4	3	2	1
SECTION D: DEPENDENT VARIABLE (EDUCATION SERVICE DELIVERY)						
D1	Adequate Infrastructural capacity					
IF1	My school has adequate classrooms to accommodate the available number of pupils	5	4	3	2	1
IF2	We have infrastructure for staff accommodation	5	4	3	2	1
IF3	All blocks constructed are in good condition and safe for learning to take place	5	4	3	2	1
IF4	We have adequate latrines and urinals for both girls and boys inclusive of special needs	5	4	3	2	1
IF5	The buildings in school have hand rails and ramps for proper movement of disabled persons	5	4	3	2	1
IF6	The government has tried its best to provide necessary infrastructures for the school	5	4	3	2	1
IF7	The school is involved during construction for quality promotion	5	4	3	2	1
D2	Adequate Staffing					
S1	At my school, we have enough teachers to handle the number of learners available	5	4	3	2	1
S2	All teachers at my school are qualified to do their duties	5	4	3	2	1
S3	The ration for tutor –learn ration stand at 1:45 (1 teacher=45 students/learners)	5	4	3	2	1
S4	There is need to increase staffing in my school to improve performance	5	4	3	2	1
S5	We have enough support staff for smooth running of school activities	5	4	3	2	1
D3	Learning Environment					
LP1	We support learners to fit in the school environment i.e. prevention of bullying	5	4	3	2	1
LP2	The environment is conducive for all learners to attend	5	4	3	2	1
LP3	Teachers are doing enough to improve performance of learners	5	4	3	2	1
LP4	Most learners who are not well supported by their parents or guardians perform poorly	5	4	3	2	1
LP5	Learners are given opportunity to perform other activities that motivates them to attend classes i.e. games and sports	5	4	3	2	1
LP6	We do provide recognitions to teachers and learners who out performs others	5	4	3	2	1
D4	Scholastic materials					
LED1	Learners have the required number of books for reading at school	5	4	3	2	1
LED2	Parents highly contributes to learner’s accessibility of scholastic materials	5	4	3	2	1
LED3	All learners have a complete set of school uniform	5	4	3	2	1

LED4	All learners have enough exercise books for class work	5	4	3	2	1
LED5	Teachers have never failed to teach learners due to limited learning material	5	4	3	2	1
LED6	Learners have access to meals at school to enable them attend comfortably	5	4	3	2	1
LED7	The school management committee and PTA have done enough to plan for smooth operation of our school	5	4	3	2	1
LED8	The school has an emergency provision for girls during menstruation in school	5	4	3	2	1

Thank you for your participation!

APPENDIX II: UNIVERSITY SUPERVISOR FIELD APPROVAL

SUPERVISOR'S APPROVAL

This research proposal has been submitted as a partial fulfillment for the award of a Masters of Business Administration of Busitema University, with my approval as the academic supervisor.

Name: Professor Dr. Mpaata Abdul Kaziba

Academic Qualifications:

Rank: PHD

Title: Senior Lecturer

Department: Economics and Management

Faculty: Management sciences

Signature.....

Date.....

Kaziba
18/12/2022

APPENDIX III: UNIVERSITY FIELD INTRODUCTORY LETTER



P.O. Box 206 Tororo, Uganda
Gen. +256 43 444 8024
Fax: +256 43 444 8117
Email: info@busitema.ac.ug
www.busitema.ac.ug

FACULTY OF MANAGEMENT SCIENCES

Date: 19-12-2022

To: CHIEF ADMINISTRATIVE
OFFICER - NAMAHINGO DISTRICT

Dear Sir/Madam,


RE: GUSINDO PATRICK

On behalf of Busitema University, Faculty of Management Sciences, please allow me extend my appreciation to your organization, for the continued support and commitment to providing services to our community. The Faculty of Management Sciences looks forward to continuously partner with your organization in pursuance of excellence of our students by exposing them to practical learning experiences.

It's a University requirement that every student undertakes research in order to satisfy the requirement for the award of a Masters Degree. The purpose of this letter is therefore to humbly request you to allow our fore mentioned student who is in second year of study on a Master's Degree of Business Administration of Busitema University, to carry out research in your esteemed organization.

We look forward to your supportive and positive response to our request above.

Yours faithfully,

PP Mr. Esuku Joseph. 
+256772181090 /+256701181090; esuku01@gmail.com
Ag. HOD (Economics & Management)



APPENDIX IV: DISTRICT FIELD INTRODUCTORY LETTER

Telephone
District Chairman: +256-772-418 183
Chief Admin. Officer: +256-772-382 931



NAMAYINGO DISTRICT LOCAL GOVERNMENT
Office of the Chief Administrative Officer
P.O Box 64, Bugiri (U)
Website: www.namayingo.go.ug
E-mail: cao@namayingo.go.ug



*For any correspondence to this subject, please
quote Ref: ADMIN/NMGO/156/01*

20th December, 2022

The Head of department
Busitema University
P.O BOX 236
Tororo - Uganda

PERMISSION TO CONDUCT RESEARCH STUDY IN NAMAYINGO DISTRICT.

This is to inform you that your student **Gusino Patrick** has been offered an opportunity to conduct Research Study in Namayingo District Local Government for a period of two-months i.e from December, 2022 to February, 2023.

His attention is drawn to section J-f of The Uganda Government Standing Orders and Circular Standing Instructions No. 3 of 2011, relating to conducting Research study placement in Public Service.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Edith Namayega'.

Namayega Edith
Chief Administrative Officer/Namayingo



Copy to; The Principal Human Resource Officer/**Namayingo**
District Education Officer/**Namayingo**
Gusino Patrick - **Busitema University**
File copy

APPENDIX V: LIST OF TARGETED SCHOOLS

1. Banda Secondary School
2. Bulyali Secondary School
3. Buswale Secondary School
4. Kifuyo Secondary School
5. Sigulu Secondary School
6. St. Phillip's Secondary School Lwangosia
7. Mwema Seed Secondary School
8. Buhemba High School
9. Bulule SS

10. Banda Primary School
11. Bubangi Primary School
12. Bubango Primary School
13. Buboko Primary School
14. Buchimo Primary School
15. Buchumba Hill
16. Buchumba Primary School
17. Buchunia Primary School
18. Buchwera Primary School

19. Budhala Primary School
20. Budidi Primary School
21. Buduma Island Primary School
22. Bugali Primary School
23. Bugana Primary School
24. Bugoma Academy Primary School
25. Bugoma Primary School
26. Buhatandu Primary School
27. Buhemba Primary School
28. Buhoba Primary School
29. Buhobi Primary School
30. Buhunya Primary School
31. Bujwanga Primary School
32. Bukewa Primary School
33. Bukimbi Primary School
34. Bulagaye Primary School
35. Bulamba Primary School
36. Bulokha Primary School
37. Bulule Primary School
38. Bulundira Primary School

39. Bumalenge Primary School
40. Bumeru Primary School
41. Bumoli Primary School
42. Bungecha Primary School
43. Bunyika Primary School
44. Busiuro Church Of God Primary School
45. Busiula Primary School
46. Buswale Primary School
47. Butajja Primary School
48. Butanira Primary School
49. Buwongo Primary School
50. Buyanga Primary School
51. Buyondo Primary School
52. Bwisa Primary School
53. Dohwe Primary School
54. Gorofa Primary School
55. Habala Primary School
56. Hama Island Primary School
57. Hoohooma Primary School
58. Isinde Primary School

59. Jaami Primary School
60. Kandege Church Of God Primary School
61. Kifuyo Primary School
62. Lolwe Island Primary School
63. Lubango C.o.u Primary School
64. Lubango Islamic Primary School
65. Lufudu Primary School
66. Lugaga Primary School
67. Lugala Primary School
68. Lwangosia Primary School
69. Madowa Primary School
70. Majoga Primary School
71. Maruba Primary School
72. Mayanja Primary School
73. Mubiriki Primary School
74. Mulombi Academy Primary School
75. Musuma Primary School
76. Mutumba Primary School
77. Mwango Primary School
78. Mwema Hill Primary School

79. Namaingo Primary School
80. Namavundu Primary School
81. Namayuge Primary School
82. Namihinya Primary School
83. Namugongo Primary School
84. Namutaba Primary School
85. Nangera Baptist Primary School
86. Nasinu Primary
87. Rabachi Lake View Primary School
88. Siabona Primary School
89. Sigulu Island Primary School
90. Syabalubi Primary School
91. Syanyonja Primary School
92. Buyombo Primary School

APPENDIX VI: WORK PLAN

ACTIVITY	TIME FRAME										
	AUG2 2	SEP T 22	OCT2 2	NOV2 2	DEC2 2	JAN 23	FEB 23	MAR 23	APRIL 23	MAY 23	JUNE 23
PROPOSAL WRITING											
DESIGNING DATA COLLECTION INSTRUMENTS											
DATA COLLECTION											
DATA ANALYSIS AND REPORT WRITING											
SUBMISSION OF 1ST DRAFT											
SUBMISSION OF FINAL REPORT											