

Head Teachers' Management Styles and Teachers' Performance in Primary Schools in Northern Uganda: A Case of Government Aided Primary Schools in Alebtong District

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Background: This study examined the effect of management styles on teachers' performance in Alebtong District. Specifically, the study looked at the effect of autocratic management style, democratic management style and laissez faire management styles on teachers' performance in Alebtong District.

Methods: The study used a sample of 196 staff drawn from a population of 409. The study adopted a cross-sectional survey design and employed a quantitative approach. The data was tested for validity and reliability and analyzed using SPSS version 23 in form of descriptive statistics, correlations and regressions.

Findings: The findings of the study revealed firstly, that autocratic management style had a positive significant effect (Adjusted R Square=27.6%, $p < 0.05$) on performance of teachers in Alebtong District. Secondly, democratic management style had a positive significant effect (Adjusted R Square=54.3%, $p > 0.01$) on performance of teachers in Alebtong District. Thirdly, the examination of the effect of laissez faire management style on teachers' performance in Alebtong district revealed a negative and statistically insignificant effect (Adjusted R Square=-0.001, $p > 0.01$).

Recommendations: Based on the findings of this study, it is recommended that management of schools in Alebtong District should adopt the management style which can help improve on the performance of teachers in the district.

Keywords: *Management Styles, and Performance*

