



RESEARCH ARTICLE

THE MANAGEMENT OF PRIMARY SCHOOLS IN MAKINDYE URBAN COUNCIL, KAMPALA DISTRICT, UGANDA

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ABSTRACT

This study was carried out in 12 primary schools of Makindye Urban council, Kampala district in Uganda to establish the dominant management styles used by head teachers of Makindye Urban Council primary schools, as well as to find out whether there is a difference in the head teachers' management styles between private and public primary schools in Makindye Urban Council, Kampala district. Using cross-sectional survey design with a quantitative approach, the data was collected from 360 respondents, 350 of whom were pupils and 10 were head teachers. The findings indicated that autocratic style of management was the dominantly used method by the head teachers, and there was no significant difference between private and public primary schools in the usage of the dominant management style. Based on the objectives of the study, the general conclusion made was that all head teachers use different management style in the execution of their duties. Thus, the researcher recommended that head teachers should apply more democratic management style than autocratic and Laissez faire. Democratic style of management builds team spirit among workers and tends to produce better results than autocratic management style, public primary schools need to borrow a leaf from the private ones to ensure that they employ more democratic management and shun laissez-faire management.

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INTRODUCTION

The importance of education and its management have been emphasized. Plato (428BC-348BC) a Greek philosopher for instance emphasized the importance of education and suggested that it be treated as an organized business, be formal, the Government or state he responsible for it Formal education was introduced in Uganda by the Arabs and Christian missionaries (Ssekamwa, 1999). According to the Ministry of Education and Sports (1996), with an aim of promoting good school management, school management Committees were established in Uganda. They were first established under the Statutory Instrument No. 228 of 1964. The same law was later amended by the Statutory Instrument No. 244 of 1969. Also, Parent- Teacher Associations started operating in schools formally during 1967 after being given a go-ahead by the Government of Uganda. All these bye-laws, polices, rules and committees were meant to bring order and sanity in the

management of primary schools. The current study addressed management styles of primary school headteachers in Makindye Urban Council, Kampala District, Uganda. . Thus, the study was carried out to provide answers to two questions: 1. What is the dominantly used management style of head teachers of primary schools in Makindye Urban Council of Kampala district? 2. Is there a difference in the dominantly used management styles between head teachers of private and those of public primary schools in Makindye Urban Council of Kampala district?

Statement of the problem

As a result of the National Resistance Movement (NRM) Government's liberalization of the economy and the Education sector from the time it came to power in 1986, many people have invested heavily in schools. Since some of these are semi-illiterate business people whose major concern is to get money, students are looked at as customers who should be given the freedom to behave the way they want so that they may like the school and urge their colleagues to join the school so that in the end the investor gets much money. The issue of students'

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school management especially in urban centers is a big challenge to society (Tumwebaze, 2003, Ikumbe, 2004, Kabandize, 2004; Kahangura, 2005; Kyamulabi, 2006). This study therefore investigated the dominantly used method of managing primary schools, as well as assessing whether or not there is a difference in the dominantly used method of management between private and public schools. Thus, the study was carried out to;

- Establish the primary school headteachers' dominant management styles in Makindye urban council, Kampala district.
- To find out whether there is a difference in the headteachers' dominant management styles between private and public primary schools in Makindye Urban Council, Kampala district.

Literature Review

According to Chuck (2002:5) management is getting work done through others by planning, organizing, leading and controlling resources towards organizational goal achievement. Robins & Decenzo (2001) define management as the process of getting things done effectively and efficiently, through and with other people. School management is thus the application of management theory and practice to schools. A school being an organization with objectives to be achieved, this in the case of Uganda and other countries one of them being the promotion of moral values, achieving objectives is a collective effort of different people in it (the school). This can be affected by the management styles used. In this study, the management of schools was examined basing on the management styles head teachers usually use, namely; autocratic consultative and democratic styles.

Autocratic style of management

This is the same as authoritarian or dictatorial. Here, the leader retains all the authority and responsibility. All the decision making powers are centralized in the leader. Leaders do not entertain any suggestions or initiatives from the subordinates. Leader assigns people to clearly defined tasks. There is primarily a downward flow of communication. The leader stresses prompt, orderly and predictable performance (Fremont, 1979; Andrews, 2003). A manager presents ideas and invites questions, yet decisions which are made individually are a bit too rigid to change. The leader is task-oriented because they place heavy emphasis on getting tasks accomplished.

Democratic management style

Is the same as participative, consultative and consensus styles. A democratic leader delegates a great deal of authority while retaining ultimate responsibility. Work is divided and assigned on the basis of participatory decision making. Manager defines limits, and asks group to make decision or to function within limits. Manager presents, gets suggestions and makes a tentative decision which is subject to change. Communication is two way, upward and downward. This enhances personal commitment through participation. Overall goal is known and feedback is given. According to Draft, (2000), it is however, time consuming. Also, the need for consensus may avoid taking the best decision for the business unless it is managed or limited (Hampton, 1982; Kreitner, 2004; Armstrong, 2009).

Laissez-faire management style

This may also be referred to as free-rein style of management. A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods of doing things. The head teacher's role is as a mentor and stimulator, and staff manages their own areas of business. Leader grants responsibility to the group, where they are told to work things out themselves and do the best they can. There is always horizontal communication among peers. It always permits self-starters as they see fit without leader interference (Pamela, Stephen and Patricia, 2001). This style of management is only successful with inspirational leadership that understands the different areas of initiative being taken by subordinates, and strong and creative subordinates who share the same vision throughout the organization. It is best for strong and dynamic subordinates. It can bring out the best in highly professional and creative group of employees.

However, the group may drift aimlessly in the absence of direction from the leader. In cases where the leader does not have broad expertise and ability to communicate a strong vision, it can degenerate into desperate and conflicting activities which, may in the long run lead to inefficiency in the organization (Bateman, 2002; Mcshane and Glinow, 2003). Many studies on management styles have been carried out, for example Canonero (2007) conducted a study to determine the management styles and practices at schools as perceived by the school administrators, teachers and non-teaching personnel as a basis for proposed administrative development programme. Descriptive research survey methods were used to determine the management styles of the school administrators. Management styles checklist and interview were used for data gathering. The participants involved were the five school administrators, twenty seven teachers and twenty eight non-teaching personnel of Maddalena schools. It was found out that authoritative and democratic styles of management were used in different areas of the schools activities. Gaps exist between the study and the current study in many ways. The study focused on management styles and practices at Maddalena while the current study focused on management styles visa vis moral behavior of the learners. Furthermore the study took place in Maddalena while the current study took place in Makindye- Kampala of Uganda; therefore the findings have different influences or may not be relevant to different locations. More still, respondents of the study included the administrators and non-teaching personnel unlike the respondents of the current study used pupils and head teachers only.

According to Adeyemi (2013), a study was conducted to investigate head teachers' leadership style and teachers' job satisfaction in primary schools in Ekiti state, Nigeria. The study population comprised of all the 694 primary schools in the states. Out of these, 350 primary schools were selected through the simple random sampling technique. 1,260 out of 7,562 teachers were selected for the study through the stratified random sampling technique. The data collected were analyzed using frequency count, percentages and the mean. It was found that there was significant relationship between head teachers' democratic leadership style and teachers' job satisfaction in the schools. It has however, to be noted that the study is not the same as the current study. For instance, the study investigated head teachers' leadership styles on the job satisfaction unlike the current study which investigated the personality traits and

management styles of head teachers. More still the study was conducted in Nigeria and not in Uganda as it is in the current study. Furthermore, the study involved sampling representatives of 1,260 out of their total population of 7,562 as respondents, unlike the current study which used the population of head teachers and pupils in the primary schools in Makindye, Uganda. All these can make the few researches yield different results. Another study was conducted to compare leaders' behaviors in public sectors with those in private sectors. LBDQ was used to collect the data and the SPSS software was used for data analysis. From 602 completed questionnaires, 266 were completed by public sectors' employees (44%) and the 336 were completed by private sectors' employees (56%). The results showed that initiating structure type of behavior is dominant in both public and private sectors. Considering type of behavior is as well common in both private and public sectors. There is a positive relationship between public and private sectors in the areas of characters of consideration, initiating and efficiency. However, the current study could not rely on the findings of this study, since it investigated on the relationship between leaders' behavior and efficiency and return on investment and not on the personality traits and management styles. More so, the study took place in Fars province and not in Kampala district.

Tatlah (2011) carried out a research to investigate the correlation between personality traits and leadership styles of teachers of public elementary and high schools of Lahore. The research was done quantitatively by means of survey to a sample of 228 teachers. It was found out that the dominant traits are associated with leadership styles, thus showing that both people and task oriented leadership styles are effective. The research emphasized influence on behavior. However, it has to be noted that the research did not examine the traits which are needed for an effective leadership style. The sample of the study were teachers whose roles and duties go so much beyond just management and above all, the study was conducted among teachers of public elementary and high schools of Lahore which is not representative enough for the rest of the world including Makindye Urban council. This study also failed to compare the situations in public schools to that in private schools; this is what current study went ahead and investigated. Cheng Wei Hin and Filzah (2011) inducted a research to explore the leadership styles and personality traits of successful women entrepreneurs in Malaysia. It was a qualitative research which involved interviews with successful women entrepreneurs. Sample of the women entrepreneurs consisted of nine (9), where four (4) were Malay women, four (4) Chinese and two (2) Indian women. Data were collected from interviews with the selected women entrepreneurs, using questionnaire and observation. The finding suggested there are some personality traits that can lead to success of women entrepreneurs. It is however, very important to note that the study was carried out in a private enterprise only and not in public enterprise and it involved only women and more so, from Malaysia, China and India and not men or even women from other parts of the world. Again, this study was not based on any clear theory. Above all, the study targeted to explore how the leadership styles and personality traits can determine success of women entrepreneurs rather than how personality traits of managers determine their dominant management styles as is contained in the report at hand. Mahce (2003) conducted a research which he submitted to the Faculty of Education of Middle East Technical University, on leadership styles of elementary school principals. He examined the leadership

styles of public elementary school principals in Turkey as perceived by principals themselves and teachers. The subjects of the study included 350 public elementary school principals and 700 public elementary school teachers. Two questionnaires were used, one for the principals to rate themselves and another in which teachers could rate the principals. Principals rated themselves highest on the human resource frame and as being effective leaders and managers. Teachers on the other hand, rated the principals that they work with as being effective managers and leaders. It should be observed that though the study included leadership style as a variable, it did not correlate it with personality traits as it is in the current study. Furthermore, the subjects of the study included principals and teachers, which is not the case in this study at hand, where only teachers were involved.

Ghofrani (2012), as cited in www.pelagiaresearchlibrary.com carried out a study on the relationship between management styles and personality traits of physical education managers of education in Khorasan Razavi. Fifty-five administrators of physical education were selected as the sample of this research. The findings showed that there was no relationship between management styles and personality traits; meaning that personality traits do not determine the leadership styles of managers. However, the study has some gaps as compared to the study at hand. For instance, the study was carried out in Khorasan Razavi and not in Uganda, and respondents were administrative directors of physical education, which was not the case in this study at hand. Further, Hussein Alkahtani, Abu-Jarad, Sulaiman and Nikbin, (2011) conducted a study as cited in http://www.ajbmr.com/articlepdf/ajbmr_volno2_06.pdf, to investigate the leadership styles these managers use on their leading change capabilities. Total sample of 105 managers was used in the study. The result of the study showed a positively significant correlation between their leadership styles and their leading change capabilities. Despite the similarities between the study and this study at hand, it can still be argued that the limitation between the study and this study is in the area of context, that is, geographical location. This difference might have influenced the studies differently. Again, in-terms of content, they are slightly different variables, that is, "personality and leadership styles on leading a change", yet this study at hand focused on leadership styles and children's moral behaviour. Another study was carried out by Hadi Asgari, Taleghami, Mesgarian, (2012) as cited in <http://www.textroad.com/pdf/BASR/Basic> to consider the dominant management styles of Islamic Azad University of Mazandaran Province. It was a descriptive study, done by correlation method. The statistical community of the study were all managers (principals, deputies and education managers) of Islamic Azad University of Mazandaran Province and it was determined the sample volume 253 individuals which were chosen by classified random method. Questionnaires were used as the instrument for data collection as follows; the questionnaire of personality characteristics, measuring five features (sadness, spirit of objectivism, flexibility, desirability or humanism and responsibility) and the questionnaire of conflict dominant management styles, measuring five styles (compromise, reconciliation, cooperation, completion, and avoidance). The data gathered, were analyzed using Pearson correlation coefficient test and multiple regression analysis. The findings of the research showed that the dominant managers' conflicts management styles were democratic style. It can be seen that the study was limited to managers' conflict dominant management styles, unlike this

study at hand which focused on the dominant management styles of head teachers. More still, it can be seen that the theory on which the study was based is not clear, and above all the study was conducted in Islamic Azad University of Mazandaran Province, not in Uganda. Another study was conducted by (Ibukun, 2011) as cited in http://www.regent.edu/acad/global/publications/ij/s/new/vo/6IS/SZ/5_Ibuku_oyewole_abe, where he investigated personality characteristics and principal management effectiveness in Ekiti State in Nigeria. A descriptive survey research design was used to carry out this study. The population of the study consisted of all the principals and teachers of public secondary schools in Ekiti State of Nigeria. The investigators utilized two sets of instruments, designated principals, demographic inventory and principals' leadership effectiveness inventory for school principals and teachers respectively. Data analyzed indicated a significant difference between principals' year of experience and their leadership effectiveness. A significant difference was found between principals' age and their leadership effectiveness, and no significant difference existed between managerial effectiveness of male and female principals. It should be noted that this study was conducted in Nigeria with a different cultural background from that of Uganda, where this study at hand was conducted.

Ugur-NeedetZel (2002) ascitedinwww.systemdynamics.org/conference/2002/proceed/papers/Zel/pdf conducted a study to investigate which personality characteristic is related with which leadership styles, in order to build a model which shows the relationships between the occupational personality characteristics and leadership styles. The data was obtained by using SHL-QPQ/ occupational personality questionnaire in two different cultures (United Kingdom and Turkey). The total number of managers was 273 composed of 126 from United Kingdom and 147 from Turkey. The collected data was analyzed by using ANOVA and spearman correlation methods. Important differences and similarities were found between cultures. However, it has to be noted that the study was conducted in the United Kingdom and Turkey, since 2002 which is a bit very long time ago, the findings cannot therefore, be taken as relevant to the rest of the world. Leadership styles are changing all the time due to change in technology and social life styles, in each and every country. Again, the study was not based on any clear theory of either personality or leadership style.

Tatlah (2011) as cited in <http://ssrn.com/abstract=1826723> carried out a research to investigate the correlation between personality traits and leadership styles of teachers of public elementary and high schools of Lahore. The research was done quantitatively by means of survey to a sample of 228 teachers. It was found out that the dominant traits are associated with leadership styles, thus showing that both people and task oriented leadership styles are effective. The research emphasized influence on behavior. However, it has to be noted that the research did not examine the traits which are needed for an effective leadership style. The sample of the study were teachers whose roles and duties go so much beyond just management and above all, the study was conducted among teachers of public elementary and high schools of Lahore which is not representative enough for the rest of the world. Cheng Wei Hin and Filzah (2011) as cited in <http://www.internationalconference.com.my/proceeding/asbes2011/proceeding/050145> AS BE conducted a research to explore the management styles of successful women entrepreneurs in

Malaysia. It was a qualitative research which involved interviews with successful women entrepreneurs. Sample of the women entrepreneurs consisted of nine (9), where four (4) were Malay women, four (4) Chinese and two (2) Indian women. Data were collected from interviews with the selected women entrepreneurs, using questionnaire and observation. The finding suggested that successful women entrepreneurs were using a combination of management styles. It is however, very important to note that the study involved only women and more so, from Malaysia, China and India and not men or even women from other parts of the world. Again, this study was not based on any clear theory.

Mahce (2003) conducted a research which he submitted to the Faculty of Education of Middle East Technical University, on management styles of elementary school principals. He examined the leadership styles of public elementary school principals in Turkey as perceived by principals themselves and teachers. The subjects of the study included 350 public elementary school principals and 700 public elementary school teachers. Two questionnaires were used, one for the principals to rate themselves and another in which teachers could rate the principals. Principals rated themselves highest on the human resource frame and as being effective leaders and managers. Teachers on the other hand, rated the principals that they work with as being effective managers and leaders. It should be observed that though the study included management style as a variable, the subjects of the study included principals and teachers, which is not the case in this study at hand, where pupils and head teachers were involved. Above all, the study was conducted in public elementary schools in Turkey, a place with different culture and education policies as compared to the rest of the world. All the reviewed literature is relevant to the current study, there are however gaps such as the following. Time lag factor. Though many studies on management styles and moral behavior have been reviewed, the studies in question were carried out several years ago. With the rapid scientific, social and technological changes in the world and in Uganda in particular, many changes might have taken place. The geographical scope. Despite the reviewed studies being relevant, they were not carried out in Makindye Urban council. This could account for the differences in the findings.

METHODOLOGY

Research design

This study employed the cross-sectional descriptive comparative survey design, using the quantitative approach since the study involved a large sample. The study also used the descriptive comparative so as to compare the dominantly used management styles between public and private primary schools in Makindye urban council of Kampala district.

Study Population

A sample size of 350 pupils and 12 headteachers as respondents was taken. The 12 head teachers of the schools under study were got using universal sampling, and the 350 pupils were got from twelve primary schools using Morgan and Krejcie's method of determining the sample from a given population. Though according to the calculation using Morgan Krejcie, the minimum sample from a population of 2,736 is 338, the researcher chose to take a sample larger than that

because Amin (2005) asserts that the larger the sample, the more accurate the findings of the study are likely to be and the findings can confidently be generalized to the population.

Data collection Instruments

A standardized questionnaire was used to collect data on head teachers' dominantly used management styles. The test-retest technique was used to determine the reliability of the research instruments. It was pretested among 21 respondents from five primary schools (at least four pupils from each school), these did not take part in the actual study. The content validity of 0.87 was got. As Amin (2005) recommends, the content validity index which is above 0.7 qualifies the questionnaire to be valid, therefore, the questionnaire of the current study was very valid.

Data Analysis

The arithmetic mean was used to get the dominantly used management styles of primary school head teachers. The mean ranges that were used to establish the head teachers' dominant management styles were the following.

Limitations of the study

The following were perceived limitations to this study.

- 1) Attrition/mortality in that not all questionnaires were returned completely answered; and some head teachers made the researcher move several times to them to collect the filled questionnaires. In the end, some of them filled the questionnaires hurriedly, thus a possibility of not having been so accurate in what they filled.
- 2) Uncooperative behavior of some respondents and those who seemed reluctant to give information. This was realized among the first respondents of a school the researcher went to, as some pupils thought that asking them to rate themselves on moral issues could be a way of tricking them which could make them be expelled from school. Having realized this, the researcher and his assistants addressed the pupils about the purpose of the study, and that it was not in any way meant to trick them, their teachers were also requested to go away as the pupils were filling the questionnaires for them to fill them without fear. Despite these limitations, the researcher believes the study has implications for practice.

Table 1. The dominantly used management styles (n=10)

Variables	Mean	Interpretation	
Autocratic Supervises workers closely	3.46	High	
Makes important decisions on his/ her own initiative without consulting the workers	3.41	High	
He/ she is the one to decide what is to be done and how it is to be done	3.40	High	
Rarely holds staff meetings and PTA meetings	3.15	High	
He/ she outlines needed changes and monitor action closely	3.01	High	
He/ she considers himself/ herself to be the group's spokesperson	3.00	High	
Does not feel that He/ she has to explain his/ her decisions to workers	2.99	High	
He/ she establishes the worker schedules	2.94	High	
Average mean	3.16	High	
Democratic He/ she assigns specific tasks to specific people	3.07	High	
He/ she is warm, friendly, and approachable	3.06	High	
He/ she urges the workers to meet production quotas	3.02	High	
Demonstrates a real concern for the workers' welfare	3.00	High	
Allows team members the freedom to do their jobs in their own way	2.93	High	
He/ she delegates authority to the workers	2.90	High	
He/ she trusts the workers to use good judgment in decision making	2.88	High	
Makes sure that the workers understand and follow all the rules and regulations	2.79	High	
Allows the team members to make their own decisions	2.72	High	
Allows team members to do their jobs as they see fit	2.66	High	
Average mean	2.88	High	
Laissez faire Use a hands off policy	2.73	High	1
Each individual is responsible for defining their job	2.67	High	2
Do not try to socialize with the workers and with the pupils	2.97	High	3
Staff exercise self direction	2.50	High	4
Let members of staff carry out their tasks without minding the procedures and outcomes	2.23	High	5
Rarely hold meetings with pupils to know their concerns	2.83	High	6
Do not mind about pupils who do not attend school regulary	2.35	High	7
Rarely talk about HIV/AIDS with the pupils	2.15	High	8
Do not mind members of staff having sexual relationships	2.78	High	9
Average mean	2.58	High	
Overall mean	2.87	High	

Table 2. Difference in the dominantly used Management styles between public and private primary schools

Management styles	School type	Mean	t-value	Sig.	Interpretation	Decision on Ho
Autocratic	Private	3.2399	1.082	0.280	Insignificant difference	Accepted
	Public	3.1465				
Democratic	Private	2.1000	-8.129	0.000	Significant difference	Rejected
	Public	3.0820				
Laissez Faire	Private	1.8381	-9.515	0.000	Significant difference	Rejected
	Public	3.1352				

FINDINGS

Dorminant Management style used by head teachers of primary schools in Makindye urban council, Kampala district, Uganda

Three management styles were addressed namely, democratic, autocratic and laissez-faire style. The findings are presented in table 1, the summarized responses from the head teachers themselves. **Table 1** reveals that the head teachers in the primary schools of Makindye Urban council dominantly use autocratic management style. This means that majority of the head teachers are on average, dictatorial. This is shown by the mean of 3.16. Democratic management is the second dominantly used method in managing primary schools, as shown with mean of 2.88. It is however noted that, in all the three management styles which this study looked at, that is, automatic, democratic and laissez-faire style, all the three styles were ranked high with regard to their usage in schools. The implication in all this is that in managing schools, many head teachers not only highly use autocratic style but they also highly use other management styles very much, probably due to the prevailing situations at their respective schools. Surprisingly, laissez-faire management style also exists in primary schools. In analyzing the results, this was revealed more in public schools than in the private schools. Some head teachers for example they sometimes leave workers to define their jobs (mean 2.67), rarely meet with pupils to know their concerns (mean 2.83), they do not mind much the members of staff having sexual relations with each or one another (mean 2.78). This implies that some head teachers take things for granted by for example probably thinking that parents and teachers talk to the children, so it is like an intervention in the work of teachers and parents. It also shows that some head teachers are not serious people, they seem to be more interested in other things, such as academics than pupils' moral behavior. The autocratic management style could reveal that some head teachers probably under look or minimize teachers. It could also be due to the inferiority complex or superiority complex some head teachers have. Psychologically, superiority or inferiority complex makes some individuals dictatorial so that they can be feared and respected. They usually think that through being dictatorial, the subordinates can produce good results. Head teachers, on average, highly threaten employees with punishment (mean, 3.46, make important decisions on their own (3.41), they are the ones who mainly decide what is to be done and how it is to be done (mean, 3.40), rely on their own judgment (mean, 3.15), among other things. All this reveals that many head teachers perceive themselves to be the capable people that other subordinates should do the work assigned to them without intervening in management. They thus seem to be holding the traditional view of management whereby a manager is bossy and wants to be worshiped as if he or she is a God. It is however noted that democratic management style is also highly used. The head teachers for instance highly assign specific tasks to specific people (mean, 3.07), they are sometimes friendly and approachable (mean, 3.06). All this imply that the head teachers in Makindye urban council primary schools at times display good management of their schools by having concern for people and for the schools.

Objective 2. Difference in the dominantly used management styles between head teachers of private and those of public primary schools

The results according to table 2 reveal that the significant differences in the dominant management styles used by head

teachers exist between those of public and the ones of private primary schools with regard to the usage of democratic management style and laissez-faire style, as shown by the sig-values of 0.000 and 0.000 respectively. For instance democratic style of management is used more in public primary schools (mean, 3.08) than in private primary schools (mean, 2.10). The differences are big enough. Similarly, Laissez-faire management is used more in public primary schools (mean 3.14) than in private primary schools (mean, 1.84). In the context of Uganda, head teachers in public schools serve on a permanent basis, not on contract basis. This sometimes makes some head teachers use Laissez- faire management because they will not lose even if they mess up their jobs. They can only be transferred to other schools, but can hardly be terminated. However, no significant difference in the usage of autocratic management was realized between head teachers of private schools and those of public schools (sig. value, 0.28). This shows the bossy nature of many managers. Power actually corrupts people.

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

DISCUSSION

Dominantly used management style in primary schools of Makindye Urban Council, Kampala

On this research objective, the findings indicated that autocratic or dictatorial management style was the one dominantly used by head teachers of primary schools in Makindye Urban Council, Kampala. This was followed by democratic style, and lastly, the laissez-faire style. All the three management styles were highly used. The usage of these management styles can be attributed to some individuals' perception that a manager has to be tough so as to be feared by the subordinates; otherwise the subordinates may not produce results (Armstrong, 2009). In addition, the schools' major stakeholders, such as the parents, the schools' founders and the Management School Committees are many times urging head teachers to cause the learners to pass highly the national examinations. This makes some head teachers tough and dictatorial.

As for laissez-faire style, some head teachers do not mind much about what obtains at their respective schools. This could be attributed to the type of school especially the UPE Schools. Since the pupils are usually very many yet they do not pay school fees, there is a tendency for the school managers to relax, claiming that the Government does not send them money to run the schools in time. That laxity finally leads to learners' relaxed discipline as Nsubuga (2001) claims. The findings of this study are in agreement with those of Anisa-Dirie (2012) who studied head teachers' leadership styles and conflict management among teachers in Bardera district, Somalia, and found that the head teachers in Bardera district dominantly use autocratic style of management. The slight difference between the findings of the current study and those of Anisa-Dirie (2012) is that in the current study the least used management style is laissez-faire, yet in Anisa-Dirie's study the least used style was Democratic style. The cause of the difference could be due to the cultural diversity and environment. Since Somalia has suffered greatly because of the civil wars, it is not far-fetched to assume that people are affected psychologically, hence some of them become dictatorial, rude, and arrogant

because of frustrations. This is not to suggest that in Kampala district where there are no wars people do not have frustrations. Some get frustrations due to economic challenges, unfavorable working environments, job insecurity, and domestic challenges, among others. This could probably account for the emergence of dictatorial head teachers in Kampala district.

Difference in management style between private and public primary schools

On this research objective, it was found out that significant differences exist in the usage of laissez-faire and democratic styles, whereby democratic and laissez-faire styles are used far much more in public primary schools than in the private schools. It is only autocratic style which is used almost at the same level in both public and private schools. The cause of this could be due to human nature. As Mbiti (1978) asserts, African peoples are naturally happy, welcoming, and they usually change. One can today be a dictator and tomorrow they become democratic and vice-versa. This reflects the findings of Cheng-Wei and Filzah (2011) which was carried out about female entrepreneurs in Malaysia and found out, among other things that the successful entrepreneurs in the private sector are not always democratic, but they are also sometimes autocratic, as the case usually is in the public enterprises.

Conclusions

Based on the five objectives of the study, the following conclusions are presented.

1. On the issue of head teachers' dominant management styles, it is concluded that many primary school head teachers are autocratic in the execution of their duties. However, they do not always use autocratic methods; sometimes they are democratic, so they combine the different management styles depending on the prevailing circumstances.
2. Whereas laissez-faire and democratic management styles are found more in public than in the private schools, all the three management styles, namely autocratic, democratic and laissez-faire are found in both private and public primary schools.

Recommendations

The researcher recommends that:

1. Head teachers should apply more democratic management style than autocratic and Laissez faire. Democratic style of management builds team spirit among workers and tends to produce better results than autocratic management style.
2. Public primary schools need to borrow a leaf from the private ones to ensure that they employ more democratic management and shun laissez-faire management.
3. Since other factors other than the headteachers' management styles mainly impact on the pupils' moral behavior, parents should try their best to ensure that they close the social, environmental and economic gaps which can be detrimental to their children.

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