Abstract Title: Headteachers’ Leadership Behaviours as Perceived by Teachers in Ankole Government-aided Secondary Schools

Basil Tibanyendera (Ph D), Faculty of Science, Mbarara University of Science and Technology

Abstract

This study was about headteachers’ leadership behaviours as perceived by teachers in Ankole government-aided secondary schools. It focused on establishing the teachers’ perceptions about the influence of gender, personality traits, situational factors, and organizational-task structure on the headteachers’ leadership behaviours in Ankole government-aided secondary schools; determining whether teachers perceive the headteachers’ leadership behaviours as more of consideration than initiating structure. The study adopted a descriptive cross-sectional survey design. Data were collected using a self-administered questionnaire method. A total of 35 government-aided secondary schools were selected using purposive and simple random sampling methods; and 285 male and female teachers were selected, using the proportionate stratified random sampling methods. Chi-square, $t$-test and descriptive statistics, based on the study objectives revealed that: (a) there were no significant variations in the teachers’ perceptions about the influence of salient factors on the headteachers’ leadership behaviours; (b) teachers perceived headteachers’ leadership behaviours to be influenced by gender, personality traits, situational factors and organizational-task structure; and (c) teachers perceived headteachers’ leadership behaviours as generally taking the forms of consideration and initiating structure. In conclusion, the patterns of male and female teachers’ perceptions about the influence of the studied factors on male and female headteachers’ leadership behaviours were similar. However, the teachers did not seem to perceive the salient factors studied as being mutually exclusive in influencing the headteachers’ leadership behaviours. It was recommended to institute leadership development and support systems for both teachers and headteachers, so as to strengthen their leadership knowledge and capabilities for fostering quality behaviours towards more effective performance and stable schools; and further research in comparative and correlational studies between perceptions, leadership behaviours and other pertinent school management variables.