RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHER COMMITMENT AMONG SECONDARY SCHOOLS IN UGANDA

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Abstract

This study aimed at investigating the effect of head teachers' leadership styles on the commitment of teachers among secondary in Bushenyi-Ishaka Municipality, Uganda. The study specifically looked at: the relationship between head teachers' democratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality; the relationship between head teachers' autocratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality; the relationship between head teachers' laissez-faire leadership style and commitment of teachers among secondary in Bushenyi-Ishaka Municipality. Data was collected was collected in the month of January 2022. The study employed correlational research design Data was collected from a total sample of 212 teachers (85 from government aided schools and 127 from private schools) and 6 head teachers. After organising quantitative data and entering it into the computer using SPSS, it was then analysed using descriptive statistics, correlation and regression. Qualitative was summarised, themes generated and was analysed content by content. The findings revealed that democratic, autocratic and laissez-faire had a positive and significant influence on commitment of teachers. Therefore, it was concluded that the democratic leadership style is imperative for commitment of teachers, and both autocratic and laissez-faire leadership styles are pre-requisite for commitment of teachers. Thus, it was recommended that head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers, head teachers should also use autocratic leadership style to promote commitment of teachers, and that head teachers should also employ some techniques of laissez-faire leadership style to promote commitment of teachers.
Keywords: *leadership, commitment, leadership style, teacher, teaching*

Teacher commitment is an important variable of teacher quality in schools (Peretomode & Bello, 2018). Becker (1960) indicated that previously that there had been little formal analysis of the concept of commitment. Becker described commitment as an attitude of consistent behaviour that persists over time. He explained that commitment came into being because of side bets resulting from participation in social organisations. Side bets referred

to gains made by an individual because of staying with an organisation for a time that constrained the individual from leaving for fear of losing the gains such as accumulated pension, seniority, connections, ease of doing work resulting from experience and stability of household among others (Mugizi, Bakkabulindi & Ssempebwa, 2016). In their findings, Porter, Steers, Mowday and Boulian (1974) categorised commitment into three forms: the desire to remain in an organization, willingness to exert considerable efforts on its behalf and belief in and acceptance of its goals and values (Mete, Sökmen & Biyik, 2016). Basing on their observations from several studies, Meyer and Allen (1991 developed the multidimensional model of commitment comprising of three components namely affective, continuance and normative (Peretomode & Bello, 2018). Affective commitment, looks at those emotions and feelings workers attach to the goals and objectives of the institution. And feel part and partial of the institutional activities (Hadi & Entama, 2020). Continuance commitment describes those costs incurred when one leaves an organisation while normative commitment looks at ones' commitment to support and remain as a member of an organisation (Mugizi, Bakkabulindi & Bisaso, 2015). According to Al-Jabari and Ghazzawi (2019), the conceptualisation by Allen and Meyer (1990) that identifies commitment as referring to affective, continuance and normative commitment is the popular description of the concept.

Teachers' commitment is key in determining the success or failure of an of an educational institution: committed teachers are able to work in groups and are concerned about effectively achieving the institutional plans and this increases their productivity and enhances performance of the school (Hadi & Tentama, 2020).

A study in USA showed that commitment was low with a high share of public-school teachers their posts (13.8 %) either leaving their school or leaving teaching altogether. In Europe, the rate of teachers leaving the profession is between 9.1% and 10.3% (Stromquist, 2018). In Britain, 32.3% of newly qualified entrants into public schools in 2016 were found to have left five years later (Foster, 2019). In South Africa the national policy (Employment of Educators Act, 1998) requires teachers to spend between 64% -79% of the 35-hour weekly schooling period doing actual teaching, on average teachers spend 43-46% of their time in the classroom teaching that in a number of schools any teaching hardly takes place after lunch on Fridays (Mampane, 2012).

Findings from the study in Kenya carried out by Kimosop (2015) revealed that 48.6 percent of teachers never accomplished the learning objectives, 66.6% prepared schemes of work but majority of them 55.5% never referred to them often, and the majority percent (86.7%) never prepared lesson plans. On the other hand, a study by Mwesigwa and Okendo (2018) in Rwanda showed that although there was a high level of commitment

among teachers inform of observing the teaching professional responsibilities (78.8%), they established that this commitment was limited by various factors such as: poor training and frequency of seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession.

In the case of Uganda, while in the last two decades the government of Uganda has worked to improve the commitment of teachers through improved welfare by increasing salaries and supporting them with soft loans through Teachers' SACCOs, commitment of teachers in terms of affective, continuous and normative commitments remained low (Tumusiime & Kasujja, 2020); bout 15% of teachers do not turn up to teach their classes, many teachers report late and not execute all their professional duties like making schemes of work, lesson plans and performing weekly duty (Mugizi, Mujuni & Dafiewhare, 2019). Therefore, commitment of teachers in schools in Uganda remained a big challenge.

Owing to the importance of commitment of teachers, a number of scholars (e.g. Abasilim, Gberevbie, Osibanjo, 2019; Aydin, Sarier, & Uysal, 2013; Lukeera, 2016; Muwagga & Genza, 2011; Obbo, Olema & Atibuni, 2018; Oboko & Wasswa, 2020; Yahaya & Ebrahim, 2016) have investigated factors relating to organisational commitment. However, those who have studied leadership styles and commitment of teachers such as Abasilim et al. (2019), Aydin et al. (2013), Obbo et al. (2018), and Yahaya and Ebrahim (2016) have studied the modern leadership styles of transformational, transactional and laissez-faire yet according to Bwiruka (2009) head teachers practice the traditional leadership styles that include democratic, autocratic and laissez-faire.

To note is that the traditional leadership styles can be to the seminal work of Lewin, Lippit and White in 1939 in which they identified three main styles of leadership that are authoritarian (autocratic), democratic and laissez-faire (Moorosi & Bantwini, 2016). Autocratic leadership style denoted a leader with a lot of power over their followers (Veliu, Manxhari, Demiri & Jahaj, 2017), democratic leadership style meant a leader who invites other members of the team to contribute the decision-making process and laissez-faire leadership style suggested that leaders that allows complete freedom to all workers (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012).

Theoretical Background

This study was guided by the Situational Leadership Theory (SLT) proposed by Hersey and Blanchard in1969. The Situational leadership stresses that leadership is composed of both a directive and supportive dimension, and each has to be applied appropriately in a given situation (Kaifi, Noor, Nguyen, Aslami & Khanfar, 2014). Khanfar, Harrington,

Alkhateeb and Kaif (2013) consider task behaviour as the degree to which leaders define duties and responsibilities of individuals or groups of workers through directing and setting goals. On the other hand, relationship behaviour looks at the ability of a leader to involve followers in a two-way or multi-way form of communication, and how they are able to listen, encourage and coach others (Khanfar, Harrington, Alkhateeb & Kaif, 2013). The theory proposes that that there is no single way of influencing members of a group. It says that effective leadership depends on how ready group members are to perform a given task (Tsolka, 2018). In education, the ability of the school administrators to properly identify the strength and weaknesses of the staff helps them to map out areas of improve improvement and the appropriate strategies for causing that improvement (Ahmady & Khani, 2022). Hence, Situational Leadership Theory was appropriate in this study as the study sought to examine how adopting those different leadership styles affect the commitment of teachers.

In schools, commitment of teachers is an important predictor of teachers' job performance as it is positively related to job satisfaction and the dedication to attain organisational goals (Devos, Tuytens & Hulpia, 2014). Owing to the significance of commitment of teachers, the government of Uganda and management of schools devised mechanisms to enhance such as enhancing the salaries of teachers, putting money into teachers SACCOs and construction of teachers' houses to enhance their commitment (Tumusiime & Kasujja, 2020). Nonetheless, commitment of the teachers remained low. The teachers in the schools have poor attitude to work, devote less time on performance of their job such as managing of extra-curricular activities, teaching preparation, and marking (Asiimwe, 2015). There was deterioration in teachers' professional standard of conduct with teachers exhibiting misconduct at and outside of work. The teachers exhibited low motivation while doing their jobs in the schools (Asiimwe, 2015). Further, there was high absenteeism among teachers, late submission of evaluation of reports, low morale to perform, failure to finish the syllabus and failure to make students to fully interpret texts in textbooks (Kirungi, 2015). If the problem of low commitment of teachers was not addressed the learning of students would be affected leading to the challenge of poor job performance of teachers. Therefore, it was imperative for this study to investigate the association between head teachers' leadership styles and commitment of teachers.

Purpose of the Study

This study investigated the relationship between head teachers' leadership styles and commitment of teachers among Secondary Schools in Bushenyi-Ishaka Municipality in Uganda.

Related Literature

Democratic Leadership Style and Commitment of Teachers: Democratic leadership, also known as participative leadership is a leadership style by which the

leader offers guidance to group members participating in the group and encouraging member involvement in decision making (Kilicoglu, 2018). Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to become committed to their job (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012). Democratic leadership is able to influence people in a consistent manner and conducive to basic democratic principles and processes, such as self-determination, inclusiveness, and participation and serious thought (Amini et al., 2019). According to Fiaz et al. (2017), democratic leadership style puts greater emphasis on people and encourages interaction within a group.

The study by Abasilim, Gberevbie and Osibanjo (2019) showed that there is a significant positive relationship between democratic leadership style and employees' commitment. The findings of Amini et al. (2019) revealed that democratic leadership style increased commitment of the workers with autocratic and laissez-faire leadership for having a very least increase on commitment of the workers.

Autocratic Leadership Style and Commitment of Teachers: In Autocratic leadership, the leader expects subordinates to obey job demands without disagreement and to be socialised to accept and respect a strict and centralised hierarchy (Wang et al., 2019). The basic assumption underlying autocratic leadership is that naturally, people are lazy, are not responsible, are untrustworthy meaning that putting the roles of planning, organizing, and controlling in the hands of subordinate would yield no tangible results and thus such roles should be performed by the leader without the involvement of people (Fiaz et al., 2017).

In this regard, Amini et al. (2019) in their study found out that autocratic leadership led to a very least increase on commitment of the workers. In addition, Abasilim et al. (2019) revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Relatedly, Banjarnahor et al. (2018) found out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals.

Laissez Faire Leadership and Commitment of Teachers

Laissez faire leadership is a leadership style characterised by the leader often being absent and less involved in the organisation's activities when needed to take critical decisions (Abasilim, Gberevbie & Osibanjo, 2019). Laissez faire leadership also known as passive management-by-exception or hands-off style that describes a state involving a leader that does not get involved in his or her work, provides little or no direction and gives employees much freedom except when problems are very serious that his or her involvement is inevitable (Mugizi et al., 2019). The laissez-faire leadership style involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals (Bhatti et al., 2012).

This leadership style, although Abasilim et al. (2019) a positive but insignificant relationship with employees' commitment. Abasilim et al. (2019), Al-Daibat (2017) found that it had a negative and insignificant effect on organisational commitment. Amini et al. (2019) in their study found out that the leadership style contributed very least increase on commitment of the workers.

Methodology

Research Design: This study used a quantitative research approach employing a correlational research design

Population of the Study, Sample size and Sampling Techniques: The population of this study was 486 (473 teachers and 13 head teachers) of both Government aided and privately owned primary schools in Ishaka-Bushenyi Municipality. The sample size was included six head teachers and 108 teachers. The participating schools and the teachers were randomly selected. The headteachers by virtue of their position in the selected schools were purposively selected.

Data Collection Instrument: The data was collected using a self-designed (SAQ) that was compiled through reading literature. All items in this instrument were closed-ended. The measurement was based on the five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree).

Validity of the Instruments: Content validity of the instruments was obtained by the making sure that the constructed items of the main variables (independent and dependent variables) were in line with the study objectives and conceptual framework. The two supervisors validated the instruments by providing their opinions on the relevance, wording and clarity of the items in the instruments. In addition, two other experts in the area of content were asked independently to rate the items in the study instrument. The items were rated on the rating scale of relevant and irrelevant. The items considered irrelevant were discarded or substituted with relevant ones. The formula used to calculate to calculate Content Validity Index (CVI) was; $CVI = \frac{n}{N}$ Where: n = number of items rated as relevant; N= Total number of items in the instrument

The benchmark for CVI of the questionnaire is 0.7 according to Liang, et al. (2019). Therefore, CIV for the questionnaire was considered at the benchmark level and above. The CVI results obtained were as follows:

Table 3.1 Validity Indices

Items	Number of Items	Content Validity Index
Affective Commitment	7	0.79
Continuance Commitment	5	0.80
Normative Commitment	6	0.92
Democratic Leadership Style	13	0.85
Autocratic Leadership Style	11	0.86
Laissez-faire Leadership Style	8	0.75

Reliability of the instrument: Reliability was achieved both for the interview guided and the self-administered questionnaire. For the interview guide, the researcher used the methods of credibility, dependability and confirmability. Credibility aimed at ensuring that the research findings represent views of the interviewees (Korstjens & Moser, 2018). Dependability will seek to ensure the findings, interpretation and recommendations was supported by the data collected while confirmability will aim at establishing that data and interpretations of the findings are clearly derived from the data collected (Nowell, Norris, White & Moules, 2017). The reliabilities of items in the various constructs were tested using Cronbach's Alpha (α) method provided by SPSS. All items scored a Cronbach's alpha value higher than 0.70 hence considered reliable (Souza, Alexandre, & Guirardello, 2017).

Research Procedure: The proposal was first ethically approved by Kampala International University Institutional Research and Ethics Committee which granted a letter allowing the researcher to collect data from the schools. Since data was being collected at the same time, The researcher in some cases employed trained research assistants who were teachers not teaching in the particular schools where data was being collected to help in quickening the process of data collection.

Data Management and Analysis: The data was first coded and then entered into the computer using the Statistical Package for Social Sciences (SPSS 24.0). Data was analysed using descriptive statistics, correlation and regression analysis.

Ethical Considerations: To ensure informed consent of the respondents, the participants were requested to first sign consent forms as a way to show that they have not been forced to participate. Anonymity was maintained by letting the participants fill the questionnaires without putting their names or any other individual identifier but only codes were used. Confidentiality was maintained through ensuring the respondents provide responses in privacy and in an anonymous way.

Data Presentation, Analysis and Interpretation

Background Characteristics: Respondents' characteristics are as presented in Table 4.1.

Table 2 Respondents' Background Characteristics

Item	Categories	Frequency	Percent
School ownership	Government Aided	5	38.5
	Private Owned	8	61.5
Gender	Male	82	54.7
	Female	68	45.3
Age Categories	Up to 30 years	54	36.0
	30 – 40 years	70	46.7
	40 years and above	26	17.3
Highest level of education attained	Certificate	3	2.0
	Diploma	88	58.7

	Bachelors	57	38.0
	Post graduate	2	1.3
Responsibility of the teacher	Subject teacher only	97	64.7
	Class teacher	23	15.3
	Head of department	30	20.0
Teaching experience	Less than 5 years	22	14.7
	5 - 10 years	59	39.3
	Above 10 years	69	46.0

From Table 2, majority of the schools (61.5%) in Ishaaka-Bushenyi Municipality are privately owned with more male teachers (54.7%). Most of the participants were in the age range of 30 – 40 years, had the highest level of education as diploma (58.7%), are just subject teachers (64.7%), and had teaching experience of above 10 years (46.0%).

Descriptive Analysis of the Variables: The results are on commitment of teachers in terms of affective, continuance and normative commitment. The results on leadership styles are on democratic, autocratic and laissez faire.

Commitment of Teachers: Commitment of teachers was studied as a multi-dimensional analysis covering affective (Table 3 and Figure 1), continuance (Table 4 and Figure 2) and normative (Table 5 and Figure 3) commitment.

Table 3 Descriptive Results for Affective Commitment

Affective Commitment	SD	D	NS	A	SA	Mean	STD
I am very happy being a member of this school	0 (0%)-	0 (0%)	79 (38.3%)	92 (44.7%)	35 (17.0%)	3.79	0.49
I enjoy discussing about my school with the people outside it	0 (0%)	8 (3.9%)	38 (18.4%)	85 (41.3%)	75 (36.4%)	4.10	0.30
I really feel as if this school's problems are my own	0 (0%)	39 (18.9%)	52 (25.2%)	67 (32.5%)	48 (23.3%)	3.60	0.29
I am deeply attached to this school	0 (0%)	10 (4.9%)	52 (25.2%)	103 (50.0%)	41 (19.9%)	3.85	0.32
I am part of the family of this school	0 (0%)	9 (4.4%)	104 (50.5%)	66 (32.0%)	27 (13.1%)	3.54	0.35
I feel emotionally attached to this school	0 (0%)	26 (12.6%)	37 (18.0%)	132 (64.1%)	11 (5.3%)	3.62	0.42
This school has a great deal of personal meaning for me	0 (0%)	23 (11.2%)	47 (22.8%)	81 (39.3%)	55 (26.7%)	3.82	0.37

The results in Table 3 about teachers being very happy as members of their schools showed that cumulatively, the majority percentage (61.7%) of the teachers agreed while 38.3% moderately agreed. The high mean = 3.79 close to code 4 which on the scale used corresponded with agreed implied that the teachers agreed that they were very happy to be members of their schools. The teachers revealed that they enjoyed discussing about their schools with the people outside them. This was because the majority percentage (77.7%) of the teachers agreed while 18.4% moderately agreed and 3.9% disagreed. The mean = 4.10 was also high.

As to whether teachers really felt as if the problems of the schools were their own, cumulatively the larger percentage (55.8%) of the teachers agreed

while 25.2% moderately agreed and only 18.9% disagreed. The high mean = 3.60 close to code 4 meant that the teachers indicated that they really felt as if the problems of the schools were their own. With respect to whether the teachers were deeply attached to their schools, cumulatively the majority percentage (69.9%) of the teachers agreed while 25.2% moderately agreed and only 4.9% disagreed. The high mean = 3.85 close to code 4 suggested that the teachers agreed that they were deeply attached to their schools.

About whether the teachers felt they part of the family of their schools, cumulatively the larger percentage (50.5%) of the teachers moderately agreed while 45.1% agreed and only 4.4% disagreed. The high mean = 3.54 close to code 4 revealed that the teachers concurred that teachers felt they part of the family of their schools. Regarding whether the teachers felt emotionally attached to the schools, cumulatively the majority percentage (69.4%) of the teachers agreed while 18.0% moderately agreed and 12.6% disagreed. The high mean = 3.62 close to code 4 meant that the teachers felt emotionally attached to the schools.

As to whether the schools had a great deal of personal meaning for the teachers, cumulatively the majority percentage (66.0%) of the teachers agreed while 22.8% moderately agreed and 11.2% disagreed. The high mean = 3.82 close to code 4 implied that the schools had a great deal of personal meaning for the teachers. To find out if results on affective commitment were normally distributed and an average index for the seven items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 1.
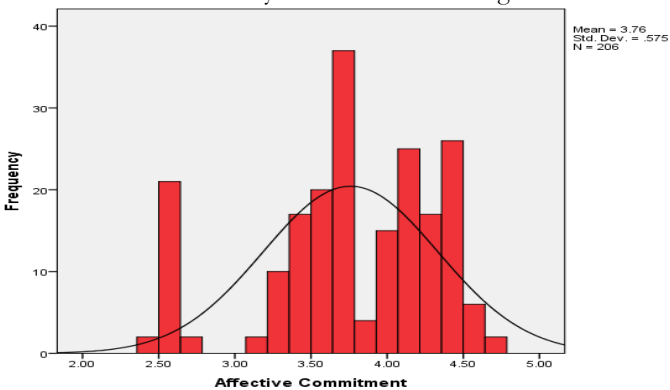

Figure 1: Histogram for Affective Commitment

The results in Figure 1 show an overall high mean = 3.76 which indicates that the respondents agreed that their affective commitment was high. With the low standard deviation (0.575) and the curve in the figure showing normality, it can be stated the results on affective commitment were normally distributed. Thus, the data on affective commitment could be subjected to linear correlation and regression and appropriate results obtained.

Table 4 Descriptive Results for Continuance Commitment

Continuance Commitment	SD	D	NS	A	SA	Mean	STD
I am afraid of what might happen if I quit my job in this school without having another one lined up	0 (0.0%)	0	40 (19.4%)	133 (64.6%)	33 (16.0%)	3.97	0.29
It would be very hard for me to leave my job in this school right now, even if I wanted to	0 (0.0%)	13 (6.3%)	35 (17.0%)	135 (65.5%)	23 (11.2%)	3.82	0.35
Too much in my life would be disrupted if I decided to leave my job in this school now	0 (0.0%)	2 (1.0%)	37 (18.0%)	114 (55.3%)	53 (25.7%)	4.06	0.33
It would be too costly for me to leave this school now	0 (0.0%)	8 (3.9%)	37 (18.0%)	112 (54.4%)	49 (23.8%)	3.98	0.28
Right now, staying on my job in this school is a matter of necessity	0 (0.0%)	1 (0.5%)	27 (13.1%)	144 (69.9%)	34 (16.5%)	4.02	0.30

The results in Table 4 about teachers being afraid of what might happen to them if they quit their jobs in the school without having another one lined up showed that cumulatively, the majority percentage (80.6%) of the teachers agreed with 19.4% moderately agreeing. This means that the teachers were afraid of what might happen to them if they quit their jobs in the school without having an alternative one. The teachers revealed that it would be very hard for them to leave their jobs in the schools right then, even if they wanted to. This was because the majority percentage (76.7%) of the teachers agreed 17.0% moderately agreed and 6.3% disagreed. The mean = 3.82 was also high.

Additionally, 81.0% of the teachers feel that their lives would be disrupted if they decided to leave their jobs at the moment. The high mean = 4.06 close to code 4 meant that the teachers indicated that too much in the lives of the teachers would be disrupted if they decided to leave their jobs in the schools at the time. With respect to whether it would be too costly for the teachers to leave the schools at the time, cumulatively the majority percentage (78.2%) of the teachers agreed while 18.0% moderately agreed and only 3.9% disagreed. The high mean = 3.98 close to code 4 implied that the teachers agreed that it would be too costly for them to leave the schools at the time.

As to whether staying on their jobs in the school was a matter of necessity, cumulatively the majority percentage (86.4%) of the teachers agreed while 13.1% moderately agreed and 0.5% disagreed. The high mean = 4.02 close to code 4 implied that the staying in the schools by the teachers was a matter of necessity. Ascertain if results on continuance commitment were normally distributed and an average index for the five items measuring affective commitment was calculated. A histogram drawn from the same indicated the normality of the results as in Figure 2.
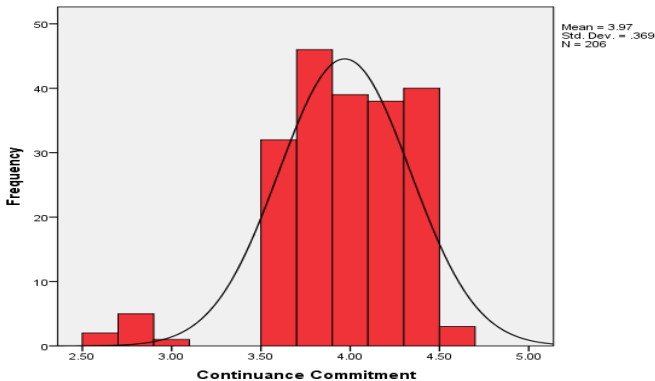
Figure 1 Histogram for Continuance Commitment

The results in Figure 2 show an overall high mean = 3.97 which indicates that the respondents agreed that their continuance commitment was high. With the low standard deviation (0.369) and the curve in the figure showing normality, it can be stated the results on continuance commitment were normally distributed. Thus, the data on continuance commitment could be subjected to linear correlation and regression and appropriate results obtained.

Table 5 Descriptive Results for Normative Commitment

Normative Commitment	SD	D	NS	A	SA	Mean	STD
I think that people these days rarely move from job to job too often	22 (10.7%)	25 12.1%)	55 (26.7%)	91 (44.2%)	13 (6.3%)	3.23	0.19
I believe that a person must always be loyal to his or her Institution	0(0.0%) -	0(0.0%)	94 (45.6%)	96 (46.6%)	16 (7.8%)	3.62	0.27
Jumping from this school to another seems unethical to me	47 (22.8%)	13 (6.3%)	51 (24.8%)	89 (43.2%)	6 (2.9%)	2.97	0.50
One of the major reasons I continue to work in this school is that I feel a sense of moral obligation to remain	-	25 (12.1%)	21 (10.2%)	133 (64.6%)	27 (13.1%)	3.79	0.23
Even if I got another offer of a better job else-where I would feel it is right to stay in this school	31 (15.0%)	51 (24.8%)	56 (27.2%)	57 (27.7%)	11 (5.3%)	2.83	0.34
Things were better in the days when people stayed in one institution for most of their career	46 (22.3%)	36 (17.5%)	34 (16.5%)	67 (32.5%)	23 (11.2%)	2.93	0.32

The results in Table 5 about teachers thinking that these people rarely moved from job to job too often showed that cumulatively, the larger percentage (50.5%) of the teachers agreed while 26.7% moderately agreed and 22.8% disagreed. The moderate mean = 3.23 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers agreed that fairly, teachers though that people rarely moved from

job to job too often. The teachers revealed that they believed a person must always being loyal to his or her Institution. This was because the larger percentage (54.4%) of the teachers agreed while 45.6% moderately agreed. The mean = 3.62 was also high.

As to whether changing from one school to another seemed unethical to the teachers, cumulatively the larger percentage (46.1%) of the teachers agreed with 29.1% disagreeing and 24.8% not sure. The just below average mean = 2.97 close to code 3 meant that the teachers indicated that to a lesser extent, jumping from one school to another seemed unethical to the teachers. With respect to whether one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain, cumulatively the majority percentage (77.7%) of the teachers agreed while 12.1% disagreed and 10.2% not sure. The high mean = 3.79 close to code 4 suggested that one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain.

About whether even if they got another offer of a better job else-where they would feel it is right to stay in the schools, cumulatively the larger percentage (39.8%) of the teachers moderately disagreed while 33.0% agreed and 27.2% moderately agreed. The just below average mean = 2.83 close to code 3 revealed that to a lesser extent, the teachers concurred that even if they got another offer of a better job else-where they would feel it is right to stay in the schools. As to whether things were better in the days when people stayed in one institution for most of their career, cumulatively the larger percentage (43.7%) of the teachers agreed while 39.8% disagreed and 16.5% moderately agreed. The just below average mean = 2.93 close to code 3 implied that the teachers indicated that to a lesser extent, things were better in the days when people stayed in one institution for most of their career. To establish if results on normative commitment were normally distributed and an average index for the six items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 3.
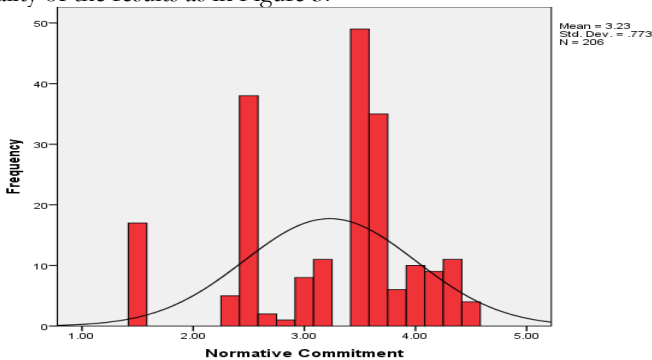

Figure 4.2 Histogram for Normative Commitment

The results in Figure 3 show an overall moderate mean = 3.23 which indicates that the respondents indicated that their normative commitment was moderate or fair. With the low standard deviation (0.773) and the curve in the figure showing normality, it can be stated the results on normative commitment were normally distributed. Thus, the data on normative commitment could be subjected to linear correlation and regression and appropriate results obtained.

Leadership Styles

The leadership styles (independent variable) were conceived in terms of democratic, autocratic and laissez-faire. The results on the same variables follow here under with descriptive results for each of them presented and finally inferential analysis involving hierarchical analysis.

Democratic Leadership Style

Democratic leadership was studied as the first component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.5 Descriptive Results for Democratic Leadership Style

Democratic Leadership Style	SD	D	NS	A	SA	Mean	STD
My head teacher encourages work group members to express ideas/suggestions	0 (0.0%)	24 (11.7%)	73 (35.4%)	104 (50.5%)	5 (2.4%)	3.44	0.42
My head teacher listens receptively to subordinates' ideas and suggestions	0 (0.0%)	55 (26.7%)	62 (30.1%)	56 (27.2%)	33 (16.0%)	3.33	0.21
My head teacher uses my work group's suggestions to make decisions that affect us	17 (8.3%)	23 (11.2%)	61 (29.6%)	88 (42.7%)	17 (8.3%)	3.32	0.33
My head teacher gives all work group members a chance to voice their opinions	1 (0.5%)	59 (28.6%)	75 (36.4%)	59 (28.6%)	12 (5.8%)	3.11	0.40
My head teacher considers my work group's ideas even when he/ she disagrees with them	22 (10.7%)	15 (7.3%)	105 (51.0%)	64 (31.1%)	-	3.02	0.27
My head teacher takes decisions that are based only on his/her own ideas	43 (20.9%)	51 (24.8%)	107 (51.9%)	5 (2.4%)	-	3.15	0.36
My head teacher consults with subordinates when facing a problem	44 (21.4%)	56 (27.2%)	86 (41.7%)	20 (9.7%)	-	3.40	0.29
My head teacher asks for suggestions from subordinates concerning how to carry out assignments	22 (10.7%)	85 (41.3%)	69 (33.5%)	30 (14.6%)	-	3.52	0.29
My head teacher asks for suggestions on what assignments should be given	0 (0.0%)	0 (0.0%)	72 (34.9%)	110 (53.4%)	24 (11.7%)	3.77	0.31
The head teacher makes every member of staff	0 (0.0%)	22 (10.7%)	65 (31.6%)	99 (48.1%)	20 (9.7%)	3.57	0.24

equitably involved in the activities of the school						
The head teacher encourages staff members to participate in problem solving matters in the school	0 (0.0%)	36 (17.5	59 (28.6%)	97 (47.1%)	14 (6.8%)	3.43 0.38
The head teacher promotes open and honest self-expression in the school	0 (0.0%)	22 (10.7%)	68 (33.0%)	89 (43.2%)	27 (13.1%)	3.59 0.35
The head teacher involves staff members in different administrative activities	0 (0.0%)	22 (10.7%)	23 (11.2%)	136 (66.0%)	25 (12.1%)	3.80 0.38

The results in Table 4.5 on whether head teachers encouraged work group members to express ideas/suggestions showed that cumulatively, the larger percentage (52.9%) of the teachers agreed while 35.4% moderately agreed and 11.7% disagreed. The average mean = 3.44 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, head teachers encouraged work group members to express ideas/suggestions. Concerning whether head teachers listened receptively to subordinates' ideas and suggestions, cumulatively the larger percentage (43.2%) of the teachers agreed while 30.1% moderately agreed and 26.7% disagreed. The average mean = 3.33 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, head teachers listened receptively to subordinates' ideas and suggestions.

As to whether head teachers used work groups suggestions to make decisions that affected teachers, cumulatively the larger percentage (51.0%) of the teachers agreed while 29.6% moderately agreed and 19.4% disagreed. The average mean = 3.32 close to code 3 meant that the teachers indicated fairly, head teachers used work groups suggestions to make decisions that affected teachers. About head teachers giving all work group members a chance to voice their opinions, cumulatively the larger percentage (36.4%) of the teachers moderately agreed while 34.4% agreed and 29.1% disagreed. The average mean = 3.11 close to code 3 meant that the teachers concurred that fairly, head teachers giving all work group members a chance to voice their opinions.

With respect to whether head teachers considered teachers work groups' ideas even when they disagreed with them, cumulatively the larger percentage (51.0%) of the teachers moderately agreed while 31.1% agreed and 18.0% disagreed. The average mean = 3.02 close to code 3 meant that the teachers revealed that fairly, head teachers considered teachers work groups' ideas even when they disagreed with them. As to whether head teacher took decisions that were based only on their own ideas, cumulatively the larger percentage (51.9%) of the teachers moderately agreed while 45.7% disagreed and only 2.4% disagreed. The average mean=

3.15 close to code 3 meant that the teachers indicated that fairly, head teacher took decisions that were based only on their own ideas.

Regarding whether head teachers consulted with subordinates when facing problems, cumulatively the larger percentage (48.6%) of the teachers disagreed while 41.7% moderately agreed and 9.7% disagreed. The average mean = 3.40 close to code 3 meant that the teachers indicated that fairly, head teachers consulted with subordinates when facing problems. With respect to whether head teachers asked for suggestions from subordinates concerning how to carry out assignments, cumulatively the majority percentage (52.0%) of the teachers disagreed while 33.5% moderately agreed and 14.6% disagreed. The high mean = 3.52 close to code 4 suggested that head teachers asked for suggestions from subordinates concerning how to carry out assignments.

About head teachers asking for suggestions on what assignments should be given, cumulatively the majority percentage (64.1%) of the teachers agreed with 34.9% disagreed. The high mean = 3.77 close to code 4 suggested that head teachers asking for suggestions on what assignments should be given. With regard to whether head teachers made every member of staff equitably involved in the activities of the school, cumulatively the larger percentage (57.8%) of the teachers agreed while 31.6% moderately agreed and 10.7% disagreed. The high mean = 3.57 close to code 4 suggested that head teachers made every member of staff equitably involved in the activities of the school. Regarding whether head teachers encouraged staff members to participate in problem solving matters in the school, cumulatively the larger percentage (53.9%) of the teachers agreed while 28.6% moderately agreed and 17.5% disagreed. The average mean = 3.43 close to code 3 meant that the teachers indicated that fairly, head teacher encouraged staff members to participate in problem solving matters in the schools. About whether the head teachers promoted open and honest self-expression in the schools, cumulatively the larger percentage (56.3%) of the teachers agreed while 33.0% moderately agreed and 10.7% disagreed. The high mean = 3.59 close to code 4 revealed that head teachers promoted open and honest self-expression in the schools. As to whether head teachers involved staff members in different administrative activities, cumulatively the majority percentage (78.1%) of the teachers agreed while 11.2% moderately agreed and 10.7% disagreed. The high mean = 3.80 close to code 4 implied that head teachers involved staff members in different administrative activities. To find out if results on democratic leadership style were normally distributed and an average index for the thirteen items measuring democratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.5.
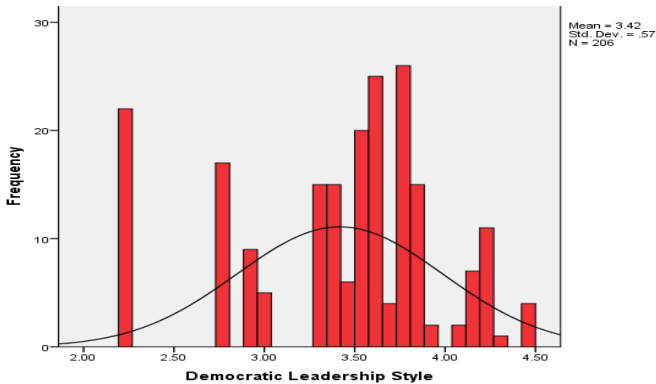
Figure 4.3: Histogram for Democratic Leadership Style

The results in Figure 4.5 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of democratic leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on democratic leadership style were normally distributed. Therefore, the data on democratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Autocratic Leadership Style

Autocratic leadership was studied as the second component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.6 Descriptive Results for Autocratic Leadership Style

Autocratic Leadership Style	SD	D	NS	A	SA	Mean	STD
My head teacher makes me understand what is expected of them	0 (0.0%)	12 (5.8%)	74 (35.9%)	117 (56.8%)	3 (1.5%)	3.54	0.20
My head teacher lets teachers know about what needs to be done	0 (0.0%)	0 (0.0%)	83 (40.3%)	120 (58.3%)	3 (1.5%)	3.61	0.33
My head teacher makes teachers know how a role should be performed	0 (0.0%)	17 (8.3%)	52 (25.2%)	136 (66.0%)	1 (0.5%)	3.59	0.34
My head teacher lets subordinates know the level of performance he/ she expects from them	0 (0.0%)	8 (3.9%)	56 (27.2%)	90 (43.7%)	52 (25.2%)	3.90	0.33
My head teacher sets goals for subordinates to achieve	0 (0.0%)	0 (0.0%)	47 (22.8%)	130 (63.1%)	29 (14.1%)	3.91	0.41
My head teacher tracks and monitors mistakes of teachers	0 (0.0%)	0 (0.0%)	21 (10.2%)	174 (84.5%)	11 (5.3%)	3.95	0.36
My head teacher enforces rules strictly	0 (0.0%)	0 (0.0%)	95 (46.1%)	30 (14.6%)	81 (39.3%)	3.93	0.32
My head teacher searches for my mistakes	43 (20.9%)	0 (0.0%)	22 (10.7%)	138 (67.0%)	3 (1.5%)	3.28	0.29
My head teacher resists expression of views of other staff	42 (20.4%)	1 (0.5%)	7 (3.4%)	135 (65.5%)	21 (10.2%)	3.45	0.37

My head teacher sets standards for us to follow while carrying out work	0 (0.0%)	0 (0.0%)	50 (24.3%)	95 (46.1%)	61 (29.6%)	4.05 0.34
My head teacher establishes work agreements to help us accomplish our assignments	0 (0.0%)	0 (0.0%)	71 (34.5%)	79 (38.3%)	56 (27.2%)	3.93 0.26

The results in Table 4.6 reveal that teachers feel that their headteachers make them understand what is expected of them. The large percentage (58.3%) of the teachers agreed while 35.9% moderately agreed and 5.8% disagreed. The average mean = 3.54 close to code 3 which on the scale used corresponded with agreed implied that head teachers made teachers understand what was expected of them. Regarding whether head teachers let teachers know about what needed to be done, cumulatively the larger percentage (59.8%) of the teachers agreed while 40.3% moderately agreed. The average mean = 3.61 close to code 4 which on the scale used corresponded with agreed meant that head teachers let teachers know about what needed to be done.

With respect to whether head teachers made teachers know how role should be performed, cumulatively the majority percentage (66.5%) of the teachers agreed while 25.2% moderately agreed and 8.3% disagreed. The average mean = 3.59 close to code 4 which on the scale used corresponded with agreed suggested that head teachers made teachers know how role should be performed. Regarding whether head teachers let subordinates know the level of performance expected from them, cumulatively the majority percentage (68.9%) of the teachers agreed while 27.2% moderately agreed and 3.9% disagreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed implied that head teachers let subordinates know the level of performance expected from them.

As to whether head teacher set goals for subordinates to achieve, cumulatively the majority percentage (77.2%) of the teachers agreed while 22.8% moderately agreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed meant that head teacher set goals for subordinates to achieve. As regards whether head teachers tracked and monitored mistakes of teachers, cumulatively the majority percentage (89.8%) of the teachers agreed and 10.2% moderately agreed. The high mean = 3.95 close to code 4 which on the scale used corresponded with agreed meant that head teachers tracked and monitored mistakes of teachers.

With respect to whether head teachers enforced rules strictly, cumulatively the majority percentage (53.9%) of the teachers agreed and 46.1% moderately agreed. The high mean = 3.93 close to code 4 which on the scale used corresponded with agreed suggested that head teachers enforced rules strictly. Regarding whether head teacher searched for my mistakes, cumulatively the majority percentage (68.5%) of the teachers agreed while 10.7% moderately agreed and 20.9% strongly disagreed. The average mean = 3.28 close to code 4 which on the scale used corresponded with moderately suggested that fairly, head teacher searched for my mistakes.

About whether head teachers resisting expression of views of other staff, cumulatively the majority percentage (75.7%) of the teachers agreed while 20.9% disagreed and 3.4% moderately agreed. The average mean = 3.45 close to code 3 which on the scale used corresponded with moderately implied that fairly, head teachers resisting expression of views of other staff. As to whether head teacher set standards for teachers to follow while carrying out work, cumulatively the majority percentage (75.7%) of the teachers agreed while 24.3% moderately agreed. The average mean = 4.05 close to code 4 head teacher set standards for teachers to follow while carrying out work.

With regards to whether head teachers established work agreements to help us accomplish their assignments, cumulatively the larger percentage (65.5%) of the teachers agreed with 34.5% moderately agreeing. The average mean = 3.93 close to code 4 suggested that head teachers established work agreements to help us accomplish their assignments. To ascertain if results on autocratic leadership style were normally distributed and an average index for the 11 items measuring autocratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.6.
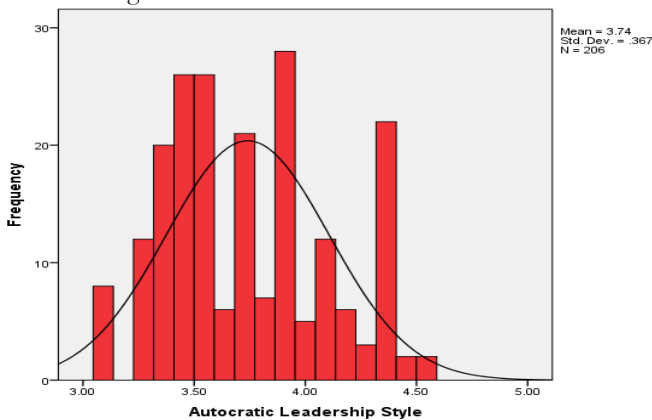

Figure 4.4 Histogram for Autocratic Leadership Style

The results in Figure 4.6 show an overall high mean = 3.74 which indicate that the respondents indicated their head teachers were autocratic leadership. Nevertheless, with the low standard deviation (0.376) and the curve in the figure showing normality, it can be stated the results on autocratic leadership style were normally distributed. Therefore, the data on autocratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Laissez Faire Leadership Style: Laissez faire leadership was studied as the third component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.7 Descriptive Results for Laissez Faire Leadership Style

Laissez faire Leadership Style	SD	D	MO	A	SA	Mean	STD
My head teacher rarely takes action	45 (21.8%)	41 (19.9%)	83 (40.3%)	37 (18.0%)	-	2.54	0.36
My head teacher avoids deciding	65 (31.6%)	26 (12.6%)	41 (19.9%)	74 (35.9%)	-	2.60	0.33
My head teacher reacts to problems only if serious	29 (14.1%)	79 (38.3%)	68 (33.0%)	16 (7.8%)	14 (6.8%)	2.55	0.29
My head teacher reacts to problems, only if chronic	31 (15.0%)	61 (29.6%)	41 (19.9%)	71 (34.5%)	2 (1.0%)	2.77	0.28
My head teacher reacts to failure	24 (11.7%)	14 (6.8%)	55 (26.7%)	77 (37.4%)	36 (17.5%)	3.42	0.35
My head teacher delays to respond to situations	13 (6.3%)	71 (34.5%)	41 (19.9%)	67 (32.5%)	14 (6.8%)	2.99	0.27
If not broken do not fix is the approach my head teacher employs	1 (0.5%)	30 (14.6%)	54 (26.2%)	117 (56.8%)	4 (1.9%)	3.45	0.37

The results in Table 4.7 on head teachers rarely took action showed that cumulatively, the larger percentage (41.7%) of the teachers disagreed while 40.3% moderately agreed and 18.0% agreed. The just below average mean = 2.54 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that to a lesser extent head teachers rarely took action. Concerning whether head teachers avoided deciding, cumulatively the larger percentage (44.2%) of the teachers disagreed while 35.9% agreed and 19.9% disagreed. The just below average mean = 2.60 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated to a lesser extent head teachers avoided deciding.

As to whether head teachers reacted to problems only if serious, cumulatively the larger percentage (52.4%) of the teachers disagreed while 33.0% moderately agreed and 14.6% agreed. The just below average mean = 2.55 close to code 3 meant that to a lesser extent head teachers reacted to problems only if serious. About head teacher reacted to problems only if chronic, cumulatively the larger percentage (44.6%) of the teachers disagreed while 36.5% agreed and 19.9% moderately agreed. The average mean = 3.42 close to code 3 meant that the teachers concurred that fairly, head teacher reacted to problems only if chronic.

With respect to whether head teacher reacted to failure, cumulatively the larger percentage (54.9%) of the teachers agreed while 26.7% moderately agreed and 18.5% disagreed. The average mean = 3.42 close to code 3 meant that the teachers revealed that fairly, head teacher reacted to failure. As to whether head teachers delayed to respond to situations, cumulatively the larger percentage (40.9%) of the teachers disagreed while 37.4% agreed and 19.9% moderately agreed. The just below average mean = 2.99 close to code 3 meant that to a lesser extent head teachers delayed to respond to situations. Regarding whether if not broken do not fix was the approach head teachers employed, cumulatively the larger percentage (58.7%) of the teachers

agreed while 26.2% moderately agreed and 15.1% disagreed. The average mean = 3.45 close to code 3 meant that the teachers indicated that fairly, if not broken do not fix was the approach head teachers employed. To find out if results on laissez faire leadership style were normally distributed and an average index for the seven items measuring laissez faire leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.6.
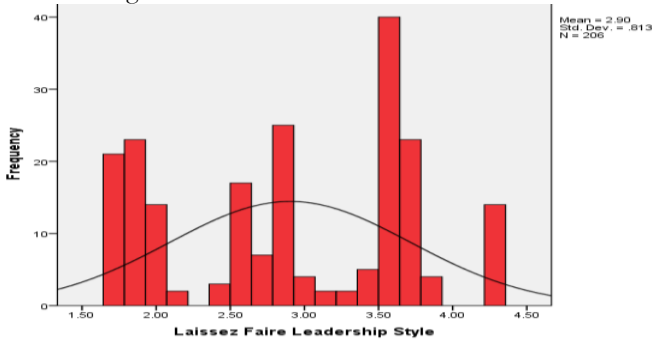

Figure 4.5 Histogram for Laissez Faire Leadership Style

The results in Figure 4.6 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of laissez faire leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on laissez faire leadership style were normally distributed. Therefore, the data on laissez faire leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Inferential Analyses: To establish whether there was a relationship between head teachers leadership styles and commitment of teachers, inferential analyses namely; correlation and regression were carried out respectively and results are presented here under.

Correlation of Head Teachers Leadership Styles and Commitment of Teachers: To establish whether head teachers' leadership styles aspects namely; democratic, autocratic and laissez-faire related to commitment of teachers, correlation analysis. The results were as given in Table 4.8.

Table 4.1 Correlation Matrix for Head Teachers Leadership Styles and Commitment of Teachers

	Commitment of Teachers	Democratic Leadership Style	Autocratic Leadership Style	Laissez Faire Leadership Style
Commitment of Teachers	1			
Democratic Leadership Style	0.206**	1		
	0.003			
Autocratic Leadership Style	0.600**	-0.328**	1	
	0.000	0.000		
Laissez Faire	0.356**	-0.120	0.124	1
Leadership Style	0.000	0.086	0.075	

**. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.8 suggest that all the components of leadership styles namely; democratic (r = 0.206, p = 0.003 < 0.05); autocratic (r = 0.600, p = 0.000 < 0.05) and laissez faire (r = 0.356, p = 0.000 < 0.05) had a positive and significant relationship with commitment of teachers. This means that the hypotheses (H$_1$-H$_3$) were supported. However, hypothesis Two (H$_2$) and Three (H$_3$) was more significant showing a strong relationship between headteachers' leadership style and teachers' commitment.

Regression Model for Leadership Styles and Commitment of Teachers in Secondary Schools: At the confirmatory level, to establish whether leadership styles namely; democratic, autocratic and laissez-faire predicted to commitment of teachers, a regression analysis was carried out. The results were as in Table 4.9.

Table 4.2 Regression of Commitment of Teachers and Leadership Styles

Leadership Styles	Standardised Coefficients Beta (β)	Significance (p)
Democratic	0.481	0.000
Autocratic	0.718	0.000
Laissez-faire	0.324	0.000
Adjusted R^2 = 0.641		
F = 122.765, p = 0.000		

Dependent Variable: Commitment of Teachers: The results in Table 4.11 show that the components of leadership styles namely; democratic, autocratic and laissez-faire explained 64.1% of the variation in commitment of teachers (adjusted R^2 = 0.641). This means that 35.9% of the variation was accounted for by other factors not considered under this model. All the components of leadership styles namely democratic (β = 0.481, p = 0.000 < 0.05), autocratic (β = 0.718, p = 0.000 < 0.05) and laissez-faire (β = 0.324, p = 0.000 < 0.05) had a positive and significant influence on commitment of teachers. This means that all the hypotheses (H$_1$-H$_3$) were supported. The magnitudes of the respective betas suggested that autocratic leadership style was a highly significant predictor of commitment of teachers while democratic was moderate and laissez-faire weakly significant.

Discussion, Conclusions and Recommendations

This section of the study discusses the findings on the relationship between head teachers' leadership styles and commitment of teachers established during the investigations of the study. The discussion is presented following the order of the study objectives.

Objective One: To find out the relationship between head teachers democratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality:

The first objective of the study sought to find out the relationship between head teachers democratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the first hypothesis (H1) tested if there is a significant relationship between head teachers' democratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was supported. This finding is consistent with the

findings of previous scholars. For instance, Angelis et al. (2010) reported that democratic leadership had a significant positive relationship with employee commitment. Relatedly, Appelbaum et al. (2013) indicated employee participation in decision making led to employee commitment. Also, Relatedly, Banjarnahor et al. (2018) revealed that participatory leadership style had a significant positive effect on and organization commitment. Similarly, Bhatti et al. (2019) indicated existence of a positive significant relationship between democratic leadership and continuance commitment.

Consistent with the fining of the study, Bell and Mjoli (2014) also reported that democratic leadership positively and significantly affected total organizational commitment of employees. In the same vein, Lyndon and Rawat (2015) found a positive linkage between leadership styles and organisational commitment. Also, Rai et al. (2020) revealed that the democratic leadership style of managers had a significant positive impact on organisational commitment. On the contrary, Elele and Fields (2010) revealed that with Nigerian employees, both actual levels of participation and actual against desired participation were related to affective and normative commitment. Nonetheless, neither measure of participation was related to continuance commitment. For Americans, only actual against desired levels of participation were positively related with affective and normative organisational commitment.

For both Nigerian and American employees, actual levels of democratic leadership style of institutional administrators was negatively related to continuance commitment. This meant democratic leadership had variations in the way it affected commitment of employees in terms of affective, continuance and normative commitment. On their part, Henkin and Holliman (2008) reported that democratic leadership style marginally related to commitment. Nevertheless, with most scholars consistent with the finding of the study, it can be inferred that democratic leadership style has a positive and significant relationship with commitment of teachers.

Objective Two: To establish the relationship between head teachers' autocratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality.

The second objective of the study sought to establish the relationship between head teachers' autocratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the third hypothesis (H2) was to the effect that there is a significant relationship between head teachers' autocratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted. This finding concurred with the findings of a number of previous scholars. For example, Banjarnahor et al. (2018) found out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals. Also, Garg and Ramjee (2013) indicated that autocratic leadership

behaviours had a positive relationship with normative commitment. Relatedly, Mahdi et al. (2014) found out that directive leadership behaviours had a positive significant effect on organisational commitment.

Further, concurring with the finding of the study, Öztekin et al. (2015) established that paternalistic (autocratic) leadership had a positive significant relationship with organisational commitment. Also, Silva et al. (2019) revealed existence of a positive relationship between the autocratic leadership (task-oriented style) and the normative commitment although with not the other aspects. Nevertheless, the finding was contrary to Amini et al. (2019) who reported that autocratic leadership led to a very least increase on commitment of the workers. On the other hand, Abasilim et al. (2019) revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Also, Çokluk and Yılmaz (2010) reported that autocratic leadership of school administrators had a moderate negative association with organisational commitment. The discussion above generally suggests that largely, autocratic leadership style positively related to commitment of teachers. This is because the higher number of previous scholars concurred with the finding of the study.

Objective Three: To determine the relationship between head teachers' laissez-faire leadership style and commitment of teachers in Bushenyi-Ishaka Municipality.

The third objective of the study sought to determine the relationship between head teachers' laissez-faire leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the third hypothesis (H3) was to the effect that is a significant relationship between head teachers' laissez-faire leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted although the relationship was weak. This finding agrees with the finding by Amini et al. (2019) that laissez-faire leadership contributed very least increase on commitment of the workers. Also, the finding agrees with Biza and Irbo (2020) who revealed existence of a significant and positive correlation between laissez-faire leadership style and continuance commitment. Nonetheless, the finding was in disagreement with the findings of most previous scholars. Abasilim et al. (2019) indicated that laissez-faire leadership style had a positive but insignificant relationship with employees' commitment.

In relation to the above, Al-Daibat (2017) reported that the laissez-faire leadership style had a negative and insignificant effect on organisational commitment. Further, Bučiūnienė and Škudienė (2008) established that laissez-faire leadership style was negatively associated with employees' affective commitment. Also, in disagreement with the finding of the study, Garg and Ramjee (2013) reported that laissez-faire had a negative weak correlation with all the commitment aspects of affective commitment, continuance and normative. Further, Silva and Mendis (2017) revealed that laissez-faire leadership had a negative and weak significant correlation with

organisational commitment. Overall, the discussion above shows that largely previous scholars did not concur with the finding of the study. Although weak showed that there was a positive significant relationship with commitment of teachers. However, with the relationship being weak, it can be surmised that laissez-faire leadership weakly relates to commitment of teachers.

Conclusion

The discussion above, led to the drawing of following conclusions with respect to head teachers' leadership styles and commitment of teachers;

The democratic leadership style is imperative for commitment of teachers. This is so is head teachers always ask for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. In addition, democratic leadership style is imperative for commitment of teachers if head teachers promote open and honest self-expression in the school, and involve staff members in different administrative activities.

The autocratic leadership style is a pre-requisite for commitment of teachers. This especially when head teachers make teachers understand what is expected of them, lets teachers know about what needs to be done, makes them know how a role should be performed, let them know the level of performance expected from them, and sets goals for them to achieve. Further, autocratic leadership style is a pre-requisite for commitment of teachers when the head teacher track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while carrying out work, and established work agreements to help teachers accomplish our assignments.

Laissez-faire is not a substantially leadership style for commitment of teachers. This is especially when the head teacher rarely takes action, avoids deciding reacts to problems only if serious, reacts to problems only if chronic, and delays to respond to situations.

Recommendations

The conclusions above lead to the suggesting of following recommendations with respect to head teachers' leadership styles and commitment of teachers;

Head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers. This should involve head teachers always asking for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. Further, head teachers have to promote open and honest self-expression in the school, and involve staff members in different administrative activities.

Head teachers should also use autocratic leadership style to promote commitment of teachers. This should involve making teachers understand what is expected of them, letting teachers know about what needs to be done, making them know how a role should be performed, letting them know the level of performance expected from them, and setting goals for them to achieve. Also, head teachers should track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while carrying out work, and establish work agreements to help teachers accomplish our assignments.

Head teachers should give limited emphasis to use of laissez-faire leadership style to promote commitment of teachers. Head teacher should avoid rarely taking action, avoiding deciding, reacting to problems only if serious, reacting to problems only if chronic, and delaying to respond to situations.

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