TEAM LEADERSHIP ON STUDENTS' ACADEMIC PERFORMANCE IN ISLAMIC RELIGIOUS STUDIES IN PUBLIC SECONDARY SCHOOLS OF BULO SUB-COUNTY IN BUTAMBALA DISTRICT, UGANDA. A DESCRIPTIVE STUDY.

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ABSTRACT.

Background: The study investigates the effect of team leadership on students' academic performance in Islamic Religious Studies in public secondary Schools of Bulo sub-county in Butambala District, Uganda.

Methodology: The study used both descriptive and analytical approaches. The study targeted school administrators, teaching and non-staff, Board of governors, heads of department, and students in the five public schools in Bulo sub-county the total population was 303 and then the total sample size was 205 respondents, the source of the literature review was journals, articles and reports from the different organizations. Primary data was collected and analyzed using quantitative methods and then presented in tables in percentages data analysis was done using the statistical package for social sciences (SPSS) and the Microsoft Excel software

Results: The study consists of 205 respondents, who included; directors, head teachers, heads of departments, teachers, and students. 125(60.9%) were male and 80(39%) were female and 60(29.2%) were between 20-29 years old, 96(46.8%) were between 30-39 years old, 49(23.9%) were between 40-49 years old. The majority of the respondents representing a total of 125(60.9%) generally disagreed that the school management sponsors staff for further studies.
80(39.0%) disagreed that school administrators are open to staff suggestions,156(76.0%) agreed that the staff are engaged in targets and goal setting, and 85(41.4) disagreed that the administrators consult staff members before making a decision.

Conclusion: It is also possible to assume that a lack of team leadership in public secondary schools harms student academic achievement.

Recommendation: Leaders need to continually evaluate their leadership styles and perceptions, and understand different cultures, and individual and team motivations.

BACKGROUND.

Edwards 2016 defined leadership as the practices that positively influence the growth and development of both the individual and groups for a collective purpose, education leadership is rooted and influenced by scientific management theory with well-structured bureaucracy. it is loosely linked to the autonomy of teachers, based on the pyramid theory of top-down management style which is criticized for lack of effectiveness because participation and creativity were discouraged, with no room for followers to have a part in the decision-making process (Richard Sarfo Gyasi et al.,2016) the change from autocratic to democratic leadership where the hierarchical approach of control and predictable routines would change to a transformable approach that nurtures acceptance and inspires follow in a facilitative roleplay of supporters and not at the Centre stage.
Team leadership is essential for team effectiveness.
Stephen J.Z et al.,2008 states that the contribution of leadership to effective team performance rests on the extent to which team leaders help members achieve a synergistic threshold occurs when collective effort

exceeds the sum of individual abilities or efforts. Zhang Q, Hao S. (2022).
Despite having in place monitoring and evaluation structures and processes. Poor performance in Islamic Religious studies persists in public secondary schools of the Bulo sub-county Butambala district. This could be attributed to a lack of teamwork in schools, the current information indicates a drastic decline in students' academic performance for example in 2017 out398 (30%)D1,2018 out of 337 (33%)D1,2019 out of 356(28%)D1,2021 out of 316(31%)D1, 2022 out of 250(10%)D1, The poor performance of students in public secondary schools has negative implications to the image of government for example, continues to be tarnished in newspapers on the student's poor performance and Butambala as a district, in addition, the students in the subject will not be able to get good grades which will affect their future as they may fail or find it difficult to get employed, it was from this background that the current study investigates on the effect of team leadership on students' academic performance in Islamic Religious Studies in public secondary Schools of Bulo sub- county in Butambala District, Uganda.

METHODOLOGY.

Research design.

The research used both descriptive and analytical approaches where quantitative approaches were used. The quantitative technique was used to collect and analyze data on teamwork and staff performance of public Secondary schools of Bulo sub-county Butambala district. The survey design was used because it revealed the relationship between teamwork and staff performance.

Research Area.

The study was carried out in public secondary schools of Bulo sub-county Butambala district central Region, Uganda. Bulo sub-county is a Muslim-dominant area and with a percentage of 78% Muslims and other religions take the remaining 22%. The study was conducted between September and December 2023; it will also consider information ranging between 2000-2023

Sample size.

The sample of both schools was 205 which was determined from a total population of 303 respondents, and this was randomly selected and constituted the strata. Krejcie and Morgan's (1970) table was used for determining sample size decisions.

Target population.

The study population included; the Board of Directors, administrators, teachers and other staff, and students of the public Secondary Schools of Bulo sub-county in Butambala District. The population was selected because it comprised key stakeholders involved in strategic planning activities. The study surveyed a population of 303 respondents for this study.

Table 1: Distribution of respondents.

Category	Target population	Sample size	Sampling method
Administration officials	15	15	purposive
Board of directors	10	10	purposive
Teachers of Islamic religious studies	28	28	purposive
Students	250	152	Random sampling
Total	**303**	**205**	

Sampling procedure.

The study used both purposive and random sampling methods. Purposive sampling was used to identify responses from the top management staff of public Secondary schools of Bulo-sub-county Butambala district. This group is the decision-making body and thus had vital information on school management which helped in providing recommendations on the current study problem.
Random sampling involves selecting respondents from the identified population by chance. This means that as much as possible most characteristics of the population should be represented in the sample selected. For the current study random sampling was amply to; teachers and support staff. Also, stratified sampling was used where respondents were grouped into strata including teachers and non-teaching staff, students and administrators including heads of teachers, heads of Islamic departments, and members of the school board of governors

Purposive sampling.

Refers to the process whereby the research selected respondents based on the experience of knowledge of the group sampled. The purposive method was applied when selecting management staff because it was needed specifically to get information from those members of staff dealing directly with administrative duties like the Headteachers, Board members, and Heads of department.

Data Collection Methods.

Data was collected using primary and secondary sources in which case questionnaires were used and distributed to respondents under the primary data collection method. Secondary data was collected from Secondary School documents, journals, and internet searches.

Bias.

Objectivity during the research was emphasized to eliminate personal biases and opinions.

Research Instruments.

The main research instruments that were used for data collection included a structured questionnaire and an interview checklist.

Questionnaires.

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. The questionnaires are popular because the respondents fill them out at their convenience and are appropriate for large samples. Questions for the study were close-ended.

Interview guide.

The researcher also interviewed school directors, head teachers, and heads of departments to collect data that could not have been obtained from questionnaires. Interviews provide in-depth information about a particular research issue or question.

Interviews were used because it was easy to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires. According to Mugenda (1999), interviews are advantageous in that they provide in-depth data which is not possible to get when using questionnaires.

Documentary reviews.

The literature concerning teamwork in schools was reviewed from
the school's performance records, and also previous works of practitioners to measure the validity and reliability of the data collected from different categories of respondents.

Research instruments.

Validity of Instruments.

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid (Kimberlin and Winterstein, 2008).

CVI= Number of items regarded as relevant by judges
          Total number of items

Reliability.

Reliability is the degree to which measures are free from error and therefore yield consistent results (i.e. the consistency of a measurement procedure) (Kimberlin and Winterstein, 2008).

To determine the reliability of the scales, the instrument was pretested and the results are given in table 2.

Table 2 Reliability of instruments.

No.	Section of the questionnaire	Cronbach's Alpha
1	Team leadership	.657
2	Team monitoring	.676
3	Team orientation	.588
4	Academic performance	.655
	Average	**.644**

The reliability coefficient for each of the sections above exceeds 0.55. As can be seen from Table 2, the lowest was 0.588 and the highest was 0.676. The average was 0.644. The Cronbach alpha was 0.733, Reliability was acceptable at a level of 0.6 or above, with absolute reliability of 1.0. Implying that the scales on the questionnaire that were used to measure the three sections were reliable and consistent.

Data Processing.

The data was collected using questionnaires that were listed, coded, and compiled according to the study objectives to ensure completeness, and the questionnaires filled were triangulated to harmonize the findings.

Data Analysis.

Quantitative data comprising of the relationship between staff teamwork and students' academic performance in public Secondary schools of Butambala district Bulo sub-county was evaluated using Pearson's correlation coefficiency (PCC) which is a measure of the strength of the association between the two study variables. PCC was ascertained by the use of Statistical Package for Social Scientists (SPSS). For qualitative data, the answers were categorized under common themes, and the data was coded in SPSS and Excel computer programs.

Editing.

Data was gathered and then edited to come up with well-researched questions answered by the respondents. Here answers were removed and interpreted by the researcher to present what was on the ground of Bulo Sub County –Butambala district.

Coding.

Any answer to close-ended questions and frequencies for each was developed. Answers which appeared for more than one time were detected by frequencies and this helped the researcher to collect answers that were obtained in a meaningful pattern.

Tabulating.

Tables were used to show percentages of how respondents answered the questionnaires. The researcher used tables in some sections of the study especially in chapter four to find out the frequencies of certain responses for easier statistical analysis and summarization of data to be collected.

Tables were based on the variables which were identified to guide the study

Ethical considerations.

Permission of the people who were to be studied was sought to conduct research involving them. Written or verbal informed consent from all respondents was sought before the interviews were conducted and the purpose and objectives of the study were carefully explained to the respondents.

Respondents were informed that the study was not going to cause physical or emotional harm to them.

Anonymity of the respondents was taken care of during the study to avoid victimization and this was informed to the respondents.

Permission was sought to collect data from the relevant authorities.

RESULTS.

Background information.

The background information focused on; the gender, teaching experience, age, and education level, of the respondents. The study consists of 205 respondents, who included; directors, head teachers, heads of departments, teachers, and students. Morris and Linda (2010) established a significant relationship between the principal's gender and the years

Gender of respondents.

Table 3 shows the gender of respondents used in the study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	125	60.9%	60.9%	60.9%
	Female	80	39%	39%	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from Table 3 show that of the total number of respondents involved in the study, 125(60.9%) were male and 80(39%) were female. Most of the respondents therefore were male; this however did not have any impact on the quality of findings from the study since gender does not influence ideas from respondents.

Teaching experience.

The results on the number of years respondents have been in the organization under study are presented in Table 4

Table 4 shows the teaching experience respondents have in the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Year	55	26.8	26.8	36.8
	2-5 Years	72	35.1	35.1	76.5
	5-10 Years	50	24.3	24.3	88.2
	Over 10 years	28	13.6	13.6	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from Table 4 show that of the total number of respondents involved in the study, 55(26.8%) had work experience of 1 year, 72(35.1%) had experience between 2-5 years, 50(24.3%) had experience of between 5-10 years, 28(13.6%) had experience of over 10 years. The majority of the respondents therefore had experience of between 2-5 years at their organization. This implies that the respondents involved in the study were knowledgeable

enough to give the study reliable information about their organizations.

Age Group.

The results on the age group of the respondents involved in the study are presented in Table 5.

Table 5 Age groups of the respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	60	29.2	29.2	29.2
	30-39	96	46.8	46.8	86.8
	40-49	49	23.9	23.9	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from Table 5 show that of the total number of respondents involved in the study, 60(29.2%) were between 20-29 years old, 96(46.8%) were between 30-39 years old, 49(23.9%) were between 40-49 years old. The majority of the respondents were therefore between 20-29 years old. This implies that the respondents involved in the study were mature enough to give qualified opinions to the research questions, hence increasing the reliability of the findings. It can be emphasized that individuals in this age bracket will always speak out their hearts since they wish to create change in the organization, (Paris. S Strom and Robert D Srom-2011) he asserts that many adult stakeholders are seeking actions to eliminate the disparity between state and federal estimates of student achievement. The findings are also reliable because individuals in this age bracket are more involved in teams because they need to fulfill their social needs.

Qualifications.

The results of the respondents' qualifications are presented in Table 6.

Table 6 level of education of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	16	7.8	7.8	7.8
	Bachelors	25	12.1	12.1	19.9
	Diploma	5	2.4	2.4	22.3
	Certificate	159	77.5	77.5	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from the table 6 show that 16(7.8%) of the respondents had master's degree, 25(12.1%) had bachelors' degrees, 5(2.4%) had diplomas, 159(77.5%) had certificates. The majority therefore had certificates; this implies that the study involved competent respondents who knew the responses they would give, hence obtaining more reliable information.

Team Leadership.

Defined leadership as the practices that lead to positive influence growth and development of both the individual and groups for a collected purpose. This chapter aims to establish the effect of leadership on student's academic performance in public secondary schools of Bulo-sub-county Butambala district. Edwards (2016)

Are the school administrators open to suggestions from members?

Administrators are responsible for providing administrative support for an office or department within the school. they must listen carefully to staff members' opinions. This can motivate members towards achieving the school's goals. it was found that support tasks helped teachers do their work but did not contribute to teacher learning. The study asked respondents whether administrators give respect to the opinions of their staff, members; the results are shown in Table 7.

Table 7 School administrators open to staff suggestions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	31.2	31.2	31.2
	Disagree	16	7.8	7.8	48.5
	Not sure	22	10.7	10.7	69.1
	Agree	75	36.5	36.5	92.6
	Strongly Agree	28	13.6	13.6	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from Table 7 show that of the respondents involved in the study, 64(31.2%) strongly disagreed, 16(7.8%) disagreed, 22(10.7%) were not sure, 75(36.5%) agreed and 28(13.6%) strongly agreed. The majority of the respondents representing a total of 80(39.0%) generally disagreed, it was found that support tasks helped teachers do their work but did not contribute to teacher learning. This implies that management has not effectively adhered to its obligations and this harms staff cooperation with management.

Staff are always sponsored for further studies by their leaders.

Team training promotes teamwork and enhances team performance; therefore, the school's management should ensure that employees are sponsored for further studies. it

was found and suggested that linking leader support and innovation more directly to one another matches the complexity of innovation processes. The study asked respondents whether staff are sponsored for further studies; the results are presented in Table 8

Table 8: School management sponsors staff for further studies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	96	46.8	46.8	46.8
	Disagree	29	14.1	14.1	60.9
	Not sure	12	5.8	5.8	66.7
	Agree	46	22.4	22.4	89.1
	Strongly Agree	22	10.7	10.7	100.0
	Total	205	100.0	100.0	

Source: Primary data

The results from the table 8 show that of the total number of respondents involved in the study, 96(46.8%) strongly disagreed, 29(14.1%) 0 disagreed, 12(5.8%) were not sure, 46(22.4%) agreed, 22(10.7%) strongly agreed. The majority of the respondents representing a total of 125(60.9%) generally disagreed, (Vander Vegt, G. 2003) it was found and suggested that linking leader support and innovation more directly to one another matches the complexity of innovation processes. This means that management in most secondary realized the importance of improving staff cognitive outcomes, affective outcomes,

teamwork processes, and performance outcomes which affects their performance levels.

Staff are engaged in targets and goals for effective performance.

Joint decision-making is crucial in promoting teamwork among employees. The study asked respondents whether staff are engaged in setting targets and goals for effective performance. The results are presented in Table 9.

Table 9: Staff are engaged in targets and goal-setting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.2	9.2	9.2
	Disagree	27	13.1	13.1	22.3
	Not sure	3	1.4	1.4	23.7
	Agree	124	60.4	60.4	84.1
	Strongly Agree	32	15.6	15.6	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from the table above show that 19(9.2%) strongly disagreed, 27(13.1%) disagreed, 3(1.4%) were not sure, 124(60.4%) agreed, 32(15.6%) strongly agreed. The majority of the respondents representing a total of 156(76.0%) generally agreed. This means that employee commitment toward achieving the established goals is enhanced.

Communication is done effectively with staff members.

One of the key elements in creating a good team is proper communication and for organizations to develop effective team communication, they need to understand how communication affects teamwork positively and negatively. The study asked respondents whether Communication is still ineffective. The results are presented in Table 10.

Table 10: Do school administrators communicate effectively with staff members?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	8.2	8.2	8.2
	Disagree	79	14.6	14.6	22.8
	Not sure	32	15.6	15.6	38.4
	Agree	30	38.5	38.5	76.9
	Strongly Agree	17	22.9	22.9	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from table 10 indicates that 17(8.2%) of respondents strongly disagreed, 30(14.6%) disagreed, 32(15.6%) were not sure, 79(38.5%) agreed, and 47(22.9%) strongly agreed. The majority of respondents 126(61.4%) generally disagreed. (Edward C Brewer and Terence L Holme-2016) findings show that a common source of such misunderstandings is miscommunication caused by differences in how people interpolate everyday words and phrases. Team members might interpret these differences as a natural occurrence of group work if they notice them at all. This implies that staff members in public secondary schools of Butambala District lack proper communication and interaction among staff members hence inefficiency in performance.

Good-performing groups are always rewarded.

Rewarding good performance motivates team members to perform at their best, when team members are recognized and rewarded for their achievements, they are more likely to continue to strive for excellence, and this motivation can lead to increased productivity higher quality work, and improved outcomes for the team and the school. The results are presented in Figure 1

Figure 1: A pie chart that shows leaders reward the best-performing teams.
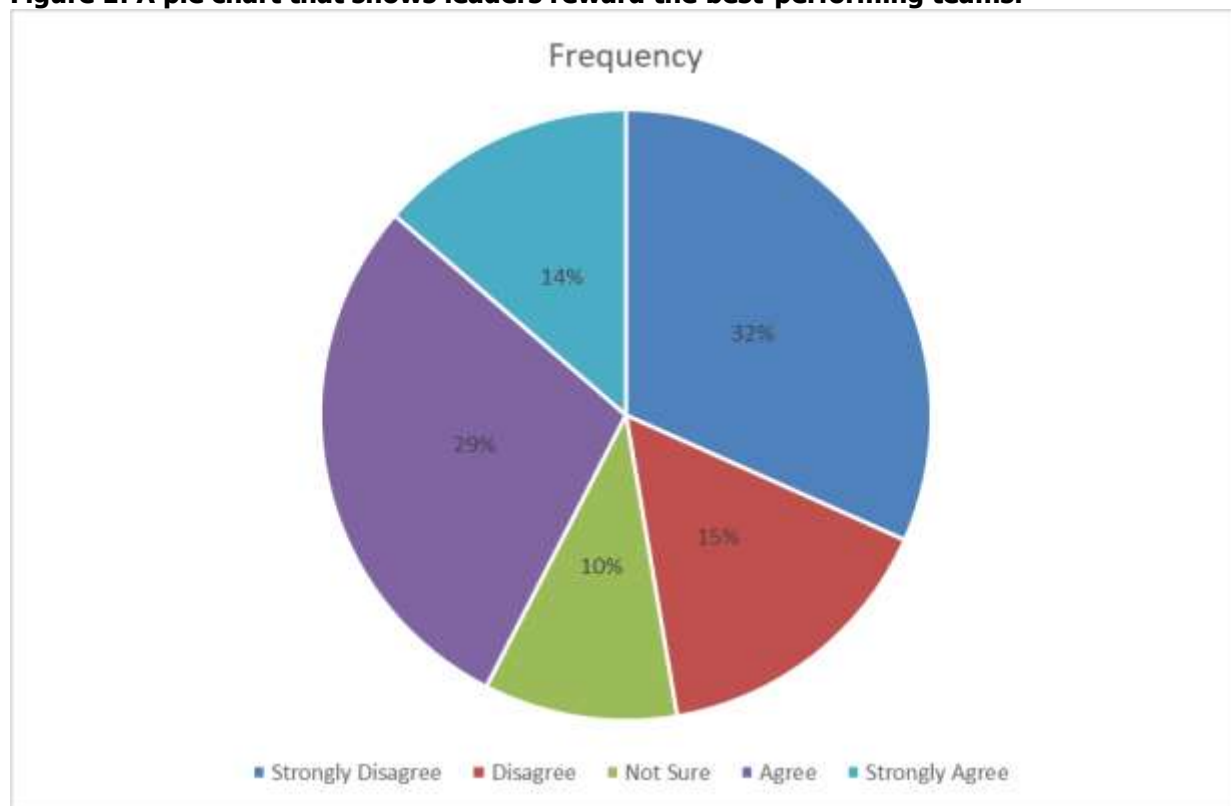
Source: Primary Data

Figure 1 indicates that 32% of respondents strongly disagreed, 15% disagreed, 10% were not sure, 29% agreed, and 32% strongly agreed. The majority of respondents generally disagreed, this implies that there is the motivation of staff of secondary schools in Butambala

District a thing which has pulled employees towards high performance.

Do staff members trust each other?

The success of group employees in a team is always built on a foundation of trust. That is, members should be able to establish trust and act upon their actions and words to maintain them. The study asked respondents whether there is limited trust among staff. The results are presented in Table 11.

Table 11: Trust amongst Staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	11.2	11.2	11.2
	Disagree	31	15.1	15.1	26.3
	Not sure	22	10.7	10.7	37.0
	Agree	74	36.0	36.0	73.0
	Strongly Agree	55	26.8	26.8	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from table 11 indicate that 23(11.2%) of respondents strongly disagreed, 31(15.1%) disagreed, 22(10.7%) were not sure, 74(36.0%) agreed, and 55(26.8%) strongly agreed. The majority of respondents 129(62.9%) generally agreed. this indicates trust within the workforce with secondary schools of Butambala hence informal, grapevine-based communication and also reticent in disclosing problems and issues among co-workers which affects performance. (Serene Dalat and Hala Alchach-2018) stated that trust in leaders and knowledge-sharing behaviors are positively associated with employee job satisfaction. However, there exists an element of trust among staff and this has helped these public Secondary

schools in Butambala District to achieve their goals and objectives.

Staff members are consulted before any decision is taken.

Consultation means that you seek, consider, and listen to staff members' views before making a decision. This helps**.** The study asked respondents whether their head teachers consulted them before making any decision. The results are presented in Table 12.

Table 12: Do administrators consult staff members before making a decision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	14.1	14.1	14.1
	Disagree	71	34.6	34.6	48.7
	Not sure	20	9.7	9.7	9.7
	Agree	61	29.7	29.7	88.1
	Strongly Agree	24	11.7	11.7	100.0
	Total	204	100.0	100.0	

Source: Primary Data

The table 12 shows that 29(14.1%) of respondents strongly disagreed, 71(34.6%) disagreed, 20(9.7%) were not sure, 61(29.7%) agreed, and 24(11.7%) strongly agreed. The majority of respondents 85(41.4%) generally disagree. The study indicated that school heads are poisoned to direct and control the working of the entire school, but this negatively affects the efficiency and productivity of the schools because teacher works at half steam because they are not involved in decision-making to make them feel part of the school. This implies that in public Secondary schools in Butambala school staff members are not consulted when a decision is going to be taken yet the members are the implementers of any decision taken.

Do School administrators handle disagreements professionally among staff members?

Team members may disagree from time to time leaders play an essential role in resolving these disagreements. Therefore, administrators should try their best to resolve disagreements among staff members to avoid disunity and division among the staff members. The study asked respondents whether school administrators handle staff members dis-agreements professionally and with a lot of care. The results are shown in Table 13

Table 13: School administrators handle staff disagreements professionally.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	11.2	11.2	11.2
	Disagree	50	24.3	24.3	35.5
	Not sure	9	4.3	4.3	39.8
	Agree	56	27.3	27.3	67.1
	Strongly Agree	67	32.6	32.6	100.0
	Total	205	100.0	100.0	

Source: Primary Data

The results from table 4.34 indicates that 23(11.2%) of respondents strongly disagreed, 50(24.3%) disagreed, 9(4.3%) were not sure, 56(27.3%) agreed, and 67(32.6%) strongly agreed. The majority of respondents agreed this means that school administrators properly and professionally solve issues among staff members. This should continue happening because it develops trust towards the leaders and promotes confidentiality which is a very good characteristic of a leader.

THE MAJOR FINDINGS.

It was found in this study that there is a positive relationship between team leadership and students' academic performance in public secondary schools of the Bulo sub-county in Butambala district. this depends on the questions answered by respondents. for example, it was found out that staff members get involved in setting goals and targets in Table 9 a percentage of 76.0% agreed also from finding it was discovered that leaders do reward the best-performing teams in the staff this contributes to staff motivation and the end good results will be presented by that very team this is shown from table number 4.9 with 57.4% respondents who agreed. The research also sought to find out whether school administrators handle staff member's dis-agreements professionally from the findings respondents agreed that their issues are handled with a lot of care which motivated them and developed some trust in their leaders this information is contained in Table 13 of the research findings

The research was also made on whether leaders consult their staff before deciding on any matter according to the findings leaders possess all powers in that they don't consult their staff members this created a gap between the leaders and the staff members the results contained in table 12 were 41.4% respondents disagreed.

CONCLUSION.

There is a positive bond between staff team leadership and students' academic performance, it is noted with great concern that team leadership, leading by example, watching staff, helping employees, and reviewing work in progress, are the ridding factors for the effectiveness of staff team performance in an organization although there also other factors that may affect the student's academic performance like team trust among others It is possible to assume that a lack of team leadership in public secondary schools harms student academic achievement.

RECOMMENDATION.

Leaders need to continually evaluate their leadership styles and perceptions, and understand
different cultures, and individual and team motivations. It is the responsibility of school administrations to encourage team members to develop confidence in each other's competencies and be able to match these competencies effectively with their assigned tasks, which would improve the effectiveness of these teams and school performance.

Areas for further research.

- Mutual relations and the strength of teams in organizations.
- The role of management in strengthening organization teams
- Impact of teams on efficiency and productivity of employees.

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LIST OF ABBREVIATIONS.

UNEB: Uganda National Examination Board.

SOURCE OF FUNDING.

CONFLICT OF INTEREST.

AUTHOR BIOGRAPHY.

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