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**LEADERSHIP BEHAVIOUR, ADMINISTRATIVE ETHICS AND EDUCATION  
SERVICE DELIVERY IN GOVERNMENT SCHOOLS: A CASE STUDY OF  
NAMAYINGO DISTRICT LOCAL GOVERNMENT**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES,  
RESEARCH AND INNOVATIONS IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF MASTERS  
IN BUSINESS ADMINISTRATION DEGREE  
OF BUSITEMA UNIVERSITY**

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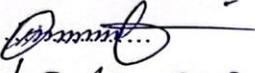
# DECLARATION

## DECLARATION

I the undersigned, declare that this dissertation is my original work, except where due acknowledgement has been made. I declare that this work has never been submitted to this University or to any other institution for funding/ for partial fulfillment for any award.

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## SUPERVISOR'S APPROVAL

### SUPERVISOR'S APPROVAL

This dissertation has been submitted as a partial fulfillment for the award of a Master of Business Administration of Busitema University, with my approval as the academic supervisor.

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## **DEDICATION**

I dedicate this research dissertation to dear wife, mother, brothers, sister, spiritual leaders, beloved lecturers of Busitema University and friends. You were such a strong pillar. I love you all and I continue to believe that this journey has yielded success because of your support in different forms.

## ACKNOWLEDGEMENTS

I would like to appreciate Professor Kaziba A.M, Dr. Kakuba Sultan Juma. Assoc. Professor Nangoli S, J, Dr. Musenze I. A, Dr. Namono R, Dr. Watema J and all lecturers for the insightful academic guidance which molded me with passion for research, through course works, class presentations, tests and exam assessment engagements, I obtained knowledge and widened my scope of contextualizing issues, journals, articles and making constructs and arguments as I probed leadership behavior, administrative ethics and education service delivery in Namayingo District Local Government

I extend my sincere gratitude to my colleagues of MBA 2020 cohort headed by Mr. Mwanja Gerald, Muzige P, Alupo Thereza et'al for the great teamwork during discussions, it's one of the reasons I was able to put together this piece of work.

I'm hugely indebted to my wife Ms. Nandera Mary, my mum Margerate Nabwire, and my children Atulinda Esther B, Atuheera Neome P and Alinange Elisheba P for their endless encouragement, love and patience in this journey. My spiritual mentors, close friends Mr. Sanya Ronald, Mr. Noah Kakidi, Mr. Mangeni Peter, Moiza Moses, Mama Liz, Esther Lipscomb, Pastor Hannington, Wandera J, Wanyama B, Okuku J,Ouma J and Aguttu Judith, Patrick Lubega, Monica Nakawangi, Aaron Opio, Kigaba Peter

I cannot forget Mrs. Namayega Edith, the District Chief Administrative Officer of Namayingo District Local Government, officials in the department of education, head teachers and their teaching staff in Namayingo district local government who honestly volunteered to respond to the study questionnaires, without them, it could have been difficult for me to obtain information

Lastly, I pray to the Almighty God to reward all the afore-mentioned people abundantly and above all, the gift of life, His grace and financial provision as well as His continued protection and provision of good health; it's the ultimate factor for the success of this journey.

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## **OPERATIONAL DEFINITIONS**

**Leadership:** This is defined as "the act of individuals influencing or motivating others to attain a specific goal" (Reed et al., 2019:6). For this study, leadership will be used to mean structures influencing or motivating the achievement of education service delivery.

**Ethics:** Ethics involves "learning what is right or wrong, and then doing the right thing" (Krishnamurthy, 2011:3). This study will use ethics to mean administrative ethics or the ethical principles and standards followed in the administration of education service delivery.

**Service delivery:** Martins and Ledimo (2015:2) define service delivery as "where, when and how a service product is delivered to the customer and whether this is fair or unfair in nature". Service delivery in this study will be used to mean "where, when and how education service products are delivered to customers and whether they are fair or unfair in nature".

**Administrative ethics** is part of a script, outlining how we ought to present the self in organizational life. The study of administrative ethics, therefore, is the study of administration before it is the study of ethics. It is the study of the enforcement of power through ethics (O'Kelly & Dub nick, 2012)

**Accountability** is a matter of enforced expectations. Metrics and measures are wielded in the cause of having the interests of particular constituencies or communities or principals represented in the organizational form. Thus, being accountable is not a simple matter of being 'answerable' for some duty or other. It is a matter of promises (O'Kelly & Dub nick, 2012:17)

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## **Abstract**

The study investigated the role of leadership behavior and administrative ethics in effective education service delivery in Namayingo district local government in Uganda. The main objective of the study was to examine the impact of Leadership behaviour and administrative ethics on education service delivery in Namayingo district local government in Uganda. The specific objectives were; (i) to examine the relationship between task-oriented leadership behavior and education service delivery in Namayingo district local government in Uganda; (ii) to analyze the relationship between change-oriented leadership behaviour and education service delivery in Namayingo district local government in Uganda; (iii) to determine the relationship between commitment leadership behavior and education service delivery in Namayingo district local government; and (iv) to examine the mediation effect of administrative ethics in the relationship between leadership behavior and education service delivery in Namayingo district local government in Uganda. The study indicated that; (i) there is a significant relationship between task-oriented leadership behavior and education service delivery; (ii) there is a significant relationship between change-oriented leadership behaviour and education service delivery; (iii) there is a positively significant relationship between commitment leadership behavior and education service delivery; and the study findings also indicated that administrative ethics partially mediates the relationship between leadership behavior and education service delivery. Based on the study findings therefore, it was recommended that local governments and education institutions should ensure that leaders, administrators and directors adhere to good leadership behavior traits, and adopt proper administrative ethics in terms of fairness, accountability, honest and equity to enhance quality education service delivery.

## CHAPTER ONE

### 1.0.Introduction

This chapter comprised of study-related background, statement of the problem, general objective and specific objectives of the study, research hypotheses, research questions, the study scope and the conceptual framework of the study

### 1.1.Background of the study

The basic intent of the decentralization policy is to devolve administrative and financial powers to local governments to provide services to the public within an effective, efficient and accountable framework, and among these services devolved include Education (Mulindwa, 2006). Although different institutions have increasingly designed numerous mechanisms to promote quality education services for children globally, studies showed that children have experienced substantial learning losses which are large and inequitable most especially in developing countries (The World Bank et al., 2021). Vegas and Winthrop (2020) reported that before COVID-19 that made as many as 1.5 billion students out of school in early 2020, there was a global consensus that education systems in majority of the countries were not delivering the quality education needed to ensure that all learners have the skills necessary to thrive. It should be noted that children in the poorest countries across the globe are the ones who carry the heaviest burden, with pre-pandemic analysis estimating that 90% of children in LDCs, 50% of children in Middle Income Countries, and 30% of children in Developed Countries fail to master the basic secondary-level skills needed to thrive in work and life (Vegas & Winthrop, 2020).

The World Bank et al. (2021) reported that the share of grade three students in government schools able to perform simple subtraction fell from 24 per cent in 2018 to 16 percent in 2020 in India, and results for primary students in grades 1-5 declined in math, as well as in reading in rural Pakistan. Global experience showed that countries that have rapidly accelerated development and prosperity all shared the common characteristic of taking education seriously and investing appropriately compared to developing countries that have continuously contributed to the world's learning crisis (The World Bank, 2019). In Yemen, according to the Yemen Education Cluster (2021), there exist ill-functioning school infrastructures, coupled with limited capacity-building support for teachers, and poor access to learning and teaching materials contributing to high rates of school drop-outs. Inadequate school supplies and furniture limited the ability of students to access classrooms to engage in

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