EFFECT OF LEADERSHIP BEHAVIOUR IN MANAGEMENT OF CURRICULUM CHANGES IN THE LOWER SECONDARY SCHOOLS IN KARAMOJA SUB-REGION, NORTH EASTERN UGANDA

BY

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DECLARATION

Declaration by Candidate

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DEDICATION

This thesis is dedicated to my beloved children: Caroline, Francis, Clifford, Robert, Trevor, and Alma. Their unwavering love, support, and belief in my academic journey have been a constant source of inspiration. Their patience and encouragement have given me the strength to persevere through challenges, and their presence has been a reminder of the importance of determination and lifelong learning. This work is a testament to their support and the values we hold dear as a family.

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ABSTRACT

Ongoing education reforms in under-resourced and culturally unique contexts, such as the Karamoja sub-region of North Eastern Uganda, have highlighted limited empirical evidence on how specific leadership behaviours influence curriculum change management. This study examined the effect of relation-oriented, task-oriented, and change-oriented leadership behaviours on curriculum change management, while exploring the mediating role of organizational climate. Guided by the Path-Goal Theory and Transformational Leadership Theory, the study adopted a pragmatic research paradigm and employed a convergent parallel mixed-methods design, integrating quantitative and qualitative approaches. The study population comprised 247 participants, including headteachers, deputy headteachers, directors of studies, teachers, and officials from the National Curriculum Development Centre and the Ministry of Education and Sports. Data were collected from 23 secondary schools (5 private and 18 government-aided) selected using a clustered sampling technique. A sample of 228 teachers completed self-administered questionnaires, while in-depth interviews were conducted with key school leaders and officials using purposive and stratified sampling.Quantitative data were analyzed using descriptive and inferential statistics, including regression analysis, while qualitative data were analyzed thematically. Findings indicated that teachers perceived moderate leadership support for curriculum change, with gaps in communication and collaborative planning. Regression results revealed that relation-oriented leadership significantly influenced curriculum management ($\beta = .229$; $p < .05$), task-oriented leadership accounted for 22.5% of the variance ($\beta = .225$; $p < .05$), and change-oriented leadership had a significant positive effect ($\beta = .167$; $p < .05$). Organizational climate mediated the relationship, explaining 15.7% of the variance. Qualitative findings highlighted that effective leadership fosters teacher motivation, collaboration, and adaptability, emphasizing clear communication, shared decision-making, and professional development.The study concluded that headteachers' leadership behaviours are critical to effective curriculum change management. Recommendations include adopting the Management of Curriculum Change Enhancement Model (MaCCEM), strengthening leadership training focused on communication and collaboration, and promoting relation-oriented leadership practices to enhance curriculum implementation.

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LIST OF ABBREVIATIONS AND ACRONYMS

BECF	-	Basic Education Curriculum Framework
BTVET	-	Business, Technical, and Vocational Education and Training
CBC	-	Competency-Based Curriculum
CBE	-	Competency-Based Education
CPD	-	Continuous Professional Development
EAC	-	East African Community
EFA	-	Education for All
FGD	-	Focus Group Discussion
LSC	-	Lower Secondary Curriculum
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Center
NER	-	Net Enrolment Ratio
OECD	-	Organization for Economic Co-operation and Development
SAQ	-	Self- Self-Administered Questionnaire
SDG	-	Sustainable Development Goal
TRG	-	Teacher Research Group
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNFPA	-	United Nations Population Fund
UPE	-	Universal Primary Education
UPPET	-	Uganda Post Primary Education and Training
USE	-	Universal Secondary Education
ICF	-	International Coaching Federation
MaCCEM	-	Management of Curriculum Change Enhancement Model

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents an overview of the study, including its background, problem statement, objectives, and research hypotheses. The following sections delved into the justification for the study, its significance, scope, and limitations. Furthermore, it defined and discussed the assumptions, theoretical framework, and key concepts related to the research.

1.1 Background of the Study

Leadership in educational contexts is broadly conceptualized as the process of influencing, guiding, and motivating individuals or groups to achieve institutional goals, while shaping the vision, culture, and practices that enhance teaching and learning outcomes (Northouse, 2021). Within schools, leadership extends beyond administrative duties to include strategic planning, decision-making, supervision, and the creation of an enabling environment that fosters teacher commitment and student learning.

Leadership behaviour in management refers to the observable actions, strategies, and styles that leaders employ to direct organizational activities toward achieving desired outcomes (Yukl, 2013). In the context of schools, these behaviours encompass task management, relational engagement, problem-solving, and the facilitation of collaboration among staff. The effectiveness of leadership behaviours significantly influences how teachers respond to institutional goals, reforms, and innovations.

Curriculum change involves the systematic process of modifying, updating, or introducing new educational content, structures, and instructional strategies in

response to evolving societal needs, policy directives, and educational reforms (Fullan, 2016). Successful curriculum change requires deliberate planning, effective communication, and the ability of school leaders to guide staff through transitions while fostering acceptance and professional growth.

The interplay between leadership behaviour and curriculum change management is well documented. Leaders who demonstrate relation-oriented, task-oriented, and change-oriented behaviours can positively influence the implementation and sustainability of curriculum reforms by providing direction, support, and motivation to teaching staff (Hallinger & Heck, 2010; Leithwood et al., 2020). In under-resourced and culturally unique contexts, such as the Karamoja sub-region, effective leadership behaviours are particularly critical for overcoming challenges and ensuring that competency-based curricula are successfully adopted and integrated into daily school practices.

Organizations are continually undergoing change, which is a worldwide phenomenon. One such change in educational institutions is the school curriculum (Specht, Kuonath, Pachler, Weisweiler & Frey, 2017). The management of curriculum changes in lower secondary schools has evolved significantly, shaped by historical, political, and educational reforms. In the early 20th century, school leadership was predominantly authoritarian and bureaucratic, focusing on administrative efficiency and policy enforcement. Leadership behaviors were largely task-oriented, emphasizing compliance with regulations rather than fostering innovation. However, mid-20th-century educational reforms, influenced by transformational leadership theories, introduced more democratic and participatory leadership models, encouraging school leaders to inspire and motivate teachers to embrace curriculum changes. This period saw the expansion of universal education and the integration of

student-centered learning approaches, requiring leaders to engage in relation-oriented leadership that prioritized collaboration and teacher development.

In the 21st century, the role of school leaders has become more adaptive and multifaceted, responding to globalization, digital learning, and competency-based curriculum reforms. Leadership behaviors now integrate task-oriented, relation-oriented, and change-oriented approaches to navigate complex educational landscapes effectively. The COVID-19 pandemic further accelerated shifts toward blended learning models, necessitating agile leadership in managing technological integration. Modern theories, such as distributed and transformational leadership, emphasize shared decision-making, stakeholder engagement, and continuous innovation. Today, effective curriculum change management requires school leaders to balance policy compliance, teacher motivation, and instructional leadership to ensure meaningful and sustainable educational transformation.

A curriculum is the sum of all the educational opportunities and desired learning results provided to students under the supervision of a school (Mulenga, 2018). McInnes, (2017) defined curriculum as "a series of planned experiences, growing out of the social needs of a community that helps learners to attain the desired knowledge, skills, attitudes, and dispositions. Rudhumbu, Mswazie, and Maphosa (2016) conceptualize curriculum change as a socio-political tool that, through the choice and arrangement of school information, reshapes the relationship between people and institutions.

Curriculum change is a multifaceted endeavour that necessitates synchronized modifications across various educational dimensions, encompassing classroom dynamics, institutional policies, and broader educational frameworks (OECD, 2019).

This transformative process encompasses alterations in educational systems, program frameworks, structural elements, educational goals, and the overall learning environment, ultimately prompting shifts in teaching and learning methodologies. Achieving success in shepherding curriculum reform can be a challenging task for change agents. To ensure the efficacy of these changes, it becomes imperative that the curriculum is executed with unwavering faithfulness (Nevenglosky, 2018). The efforts put in during the development stage are deemed useless if the curriculum is not implemented effectively.

In response to the shifting demands of the African labor market, curriculum modifications have been made. Competency-Based Curricula (CBC) have gained traction as a means to address the shortcomings of traditional education systems in equipping students with practical skills (Akyeampong & Lussier, 2016), thereby bridging the gap between education and employability (Gulled, 2023). Initiatives to modify curricula have been in place since the 1960s in industrialised nations such as the US, UK, Germany, France, and Australia. These reforms place considerable emphasis on incorporating competencies into their curriculum vision and design. This movement has also been adopted by several other nations, including South Korea, which implemented similar reforms in 2009 and 2015 (OECD, 2020).

Competency-based education (CBE) has been enthusiastically embraced by several Asian nations in an effort to raise the caliber and applicability of their educational systems. Singapore is particularly notable, having effectively woven CBE into its national education framework, implementing it across both primary and tertiary institutions. The global recognition of Singapore's education system, often celebrated

as one of the best worldwide, can be partly attributed to its successful adoption and execution of CBE (OECD, 2018).

Similarly, in the context of Africa, there has been a growing emphasis on vocational and technical education within the realm of CBE. According to Akyeampong and Lussier (2016), the necessity to adapt educational systems to the shifting demands of the labor market has fueled the shift towards competency-based education (CBE). Given the perceived drawbacks of conventional educational paradigms, a Competency-Based Curriculum (CBC) is thought to be a workable way to address these issues. This method is thought to solve the problems with traditional education, which frequently fails to provide students with the necessary employable skills and competences that are required by the modern workplace. The positive effects of a CBC on students' learning and skill development have been further supported by empirical research carried out in Nigeria (Okeke & Nwosu, 2018).

Kenya, Tanzania, Uganda, Rwanda, and other East African nations have been gradually implementing competency-based education (CBE) to give students the fundamental abilities, information, values, and attitudes needed to succeed in the modern world. The changing needs of the twenty-first century have prompted this change in schooling (Gulled, 2023). Recent academic literature highlights the ongoing efforts of various East African nations, such as Kenya, Tanzania, Uganda, and Rwanda, to implement significant educational reforms aimed at preparing students for contemporary challenges. For example, Kenya introduced the Competency-Based Curriculum (CBC) in 2017, which focuses on practical skills and hands-on learning experiences. Similarly, Rwanda launched its CBC in 2015 with an emphasis on experiential learning and practical skills. Tanzania started the process of becoming a

CBC in 2014 with the Basic Education Curriculum Framework (BECF), which attempts to guarantee that students learn useful skills pertinent to the economic development and demands of the nation (Gulled, 2023).

Uganda's education system has experienced significant curriculum transformations throughout its history. During the colonial period, the curriculum mainly served colonial interests. Following independence, there were concerted efforts to reform the education system to better align it with the needs of the nation (Abu & Kadiwal, 2021). However, implementation faced persistent challenges, primarily due to political instability and economic constraints (Ampumuza, 2016). In the late 1990s and early 2000s, Uganda initiated major curriculum changes aimed at increasing access to education, improving educational outcomes, and promoting vocational skills development (Vickers & Xiaodong, 2017). Although these reforms showed promise, they encountered their own set of implementation challenges, particularly related to leadership issues.

Notably, Uganda's curriculum changes have also been influenced by global education agendas like EFA and SDGs (Mugagga, 2017). International organizations like UNESCO and the World Bank have significantly influenced curriculum reforms. Sub-regional collaboration with neighbouring countries and bodies like the East African Community (EAC) has promoted the harmonization of curriculum frameworks (Musinguzi, 2014). The curriculum changes have been aimed at producing graduates with employable skills. The Ministry of Education and Sports revised the old examination-oriented curriculum to focus on competence-based learning (MOES, 2019). The revised Lower Secondary Curriculum aims to create a learner-centred and active learning environment (MOES, 2019). The curriculum changes involved

reducing content overload, fostering critical thinking, and emphasizing practical skills (MOES, 2019). Strong leadership within schools is vital for effectively navigating these changes and ensuring that adequate resources and support are available (Mpaaka & Mpaaka, 2019).

Additionally, in the ideal learning scenario, students take charge of their education, utilizing well-designed textbooks and accessing multimedia resources as available. The restructured curriculum encourages schools to offer students more opportunities to develop practical knowledge, hands-on experience, and relevant skills. Generic skills are now seamlessly integrated into the curriculum, underscoring the importance of active learning.

Teachers are essential to this process, as they enhance students' prior knowledge and present them with challenging, thought-provoking problems. This method encourages students to critically reflect on their thoughts and experiences while they acquire new knowledge and skills. Students need to interact with real-world situations both in and out of the classroom, analyzing visual materials, statistics, and a variety of texts from different sources. They are encouraged to pursue knowledge independently and generate their ideas, showcasing their understanding in their expressions.

The revised Lower Secondary Curriculum has introduced notable changes, including a reduction in subjects from 43 to 21, with some subjects emphasizing essential skills and knowledge. This curriculum features a mix of compulsory and elective subjects, allowing students with special learning needs to choose up to three electives. Additionally, the daily timetable has been adjusted to include eight periods per day, totaling 40 periods each week, starting at 8:00 a.m. and ending at 2:55 p.m. (NCDC, 2020).

While the introduction of vocational subjects with several practical subjects through which skills, values and attitudes are acquired begins from 2:55 p.m. to 4:25 p.m., learners will be engaged in productive learning activities. They include research group discussions, debates, remedial and accelerating learning programmes, project work, club activities, guidance and counselling sessions, games and sports, community work and field visits. To incorporate a comprehensive range of competencies, including knowledge, skills, and attitudes, essential for effective performance in dynamic and complex settings, there is a global shift towards the adoption of competence-based curricula (OECD, 2020). This paradigm diverges from the traditional approach centred on the acquisition and rote memorization of subject-specific knowledge. Instead, CBC is designed to equip students with an integrated, performance-driven capacity, enabling them to attain specific accomplishments that empower them to navigate an ever-evolving and uncertain world (NCDC, 2020). CBC was established in response to Uganda's Vision 2030 and the fourth Sustainable Development Goal (Quality Education). Additionally, it was intended to align with national 3educational objectives, which seek to promote the learner's holistic development through personal responsibility (Musiimenta, 2023).

The role of school management in the effective and faithful implementation of any curriculum cannot be overstated. Leadership is crucial in assisting teachers as they navigate the intricate process of curriculum reform. Effective school leadership is crucial for driving educational transformation and enhancing educational achievements (OECD, 2016; UNESCO, 2018; World Bank, 2018). Numerous studies have highlighted the impact of school leaders who foster conducive working environments and provide management support, thereby influencing the motivation and capabilities of teachers, ultimately enhancing the overall school environment and

positively correlating with student performance (Click, 2019). Acting as the vital link between classrooms, individual schools, and the broader educational landscape, school leadership is indispensable for enhancing both the effectiveness and equity of the educational system.

The effective implementation and management of curriculum changes in Uganda critically depend on the active engagement of various school leaders, including head teachers, Teachers, and officials from the Ministry of Education. Research indicates that strong leadership is instrumental in cultivating a supportive environment that empowers teachers to excel during curriculum transitions (Mpaaka & Mpaaka, 2019). In this context, head teachers play a vital role not only in ensuring comprehensive curriculum coverage and providing essential instructional materials but also in skillfully managing the complexities associated with these changes. Their leadership facilitates communication among stakeholders, coordinates professional development opportunities for teachers, and aligns resources to meet the demands of the new curriculum. By fostering collaboration and promoting a culture of continuous improvement, head teachers significantly enhance their schools' capacity to adapt to and thrive under new educational frameworks, ultimately ensuring that educational outcomes meet the evolving needs of students in Uganda.

The behaviour and actions of leaders carry significant implications for the organizations they lead, profoundly influencing both their operational dynamics and overall performance (Rijn, 2019). This influence extends to the realm of curriculum implementation, as noted by Molapo and Pillay (2018), who emphasize the critical role of leadership in mediating and shaping actions related to curriculum implementation. However, it is important to recognize that, as noted by Arif (2019),

having the requisite knowledge and skills to manage curriculum changes does not ensure that the curriculum will meet its intended objectives. Effective leadership, as emphasized by Guzmán, Muschard, Gerolamo, Kohl, and Rozenfeld (2020), is defined by a focus on the fundamental elements of teaching and learning. By directing their efforts and building positive relationships with teachers in these key areas, leaders can tap into the hidden potential within organizations, ultimately improving student outcomes.

In essence, the behaviour and actions of leaders are integral not only to the broader functioning of organizations but also to the successful implementation of curricula, where effective leadership can lead to better educational outcomes. Several scholars assert that leadership behaviour plays a pivotal role in enhancing school outcomes by shaping teacher motivation, capacity, and the overall school climate. These factors are instrumental in facilitating the successful implementation of curriculum changes (Tusianah, Suntoro, & Karwan, 2019).

Leadership styles in educational settings, such as transformational, instructional, laissez-faire, and autocratic leadership, significantly influence how leaders manage various aspects of their schools, including curriculum modifications. Effective leadership is essential for providing the guidance and support necessary to navigate the complexities of curriculum changes, while ineffective leadership can impede progress and leave Teachers struggling to adapt to new educational requirements. In Uganda, challenges have been reported regarding the implementation of the Lower Secondary Curriculum (LSC) in some schools, which may be attributed to the diverse leadership behaviors exhibited by school administrators. Leadership styles that

emphasize collaboration, communication, and proactive support tend to facilitate smoother transitions during curriculum implementation.

Conversely, styles characterized by rigidity or resistance to change can exacerbate difficulties in executing the new curriculum. Therefore, understanding the relationship between leadership behavior and the management of curriculum changes is crucial for addressing these challenges and improving the outcomes of curriculum reform efforts in Ugandan secondary schools especially in the Karamoja Sub-region

According to this study, Leadership Behavior was the independent variable (IV), management of curriculum changes stood as the Dependent Variable (DV) and supportive organizational climate was the intervening variable (ME).

According to Rudhumbu, Mswazie, and Maphosa (2016), change represents a gradual process during which individuals and organizations evolve, gaining understanding and proficiency in adopting new methods and approaches. In essence, change constitutes an integral facet of our lives, spanning various domains such as industries, technologies, transportation, education, healthcare, and social policies. Conversely, a curriculum serves as a blueprint for learning, exerting political and cultural influence in shaping a society's vision by determining the knowledge and skills deemed most pertinent and worthy of transmission to its populace (OECD, 2020). As a result, curriculum change can be seen as a socio-political initiative that redefines the relationships between individuals and institutions through the careful selection and organization of educational content, rather than simply a strategic, technocratic reform focused solely on improving the efficiency of the educational system (Rudhumbu, Mswazie, & Maphosa, 2016).

Curriculum change has been characterized as an irregular and sometimes externally influenced process shaped by various viewpoints, as noted by Ravitch (2004) and referenced by Rudhumbu, Mswazie, and Maphosa (2016). They argued that curriculum change involves adjustments within educational systems, program structures, and objectives, which ultimately lead to changes in teaching and learning methods and modifications in student learning outcomes (Rudhumbu *et al*., 2016). For the purposes of this study, curriculum change will be defined as a deliberate adjustment, adaptation, or reevaluation of content, structure, or teaching methods. This includes changes in subject matter, instructional strategies, educational goals, assessment methods, and any other modifications aimed at improving the quality, relevance, or alignment of the curriculum to meet the evolving needs of students, Teachers, and the broader educational system.

Leadership, as observed through a behavioural lens, is characterized by discernible actions and conduct, as elucidated by influential researchers such as Kurt Lewin, Ronald Lippitt, and Ralph K (cited in Varsani, 2017). According to Shirey, White-Williams, and Hites (2019), leadership can be aptly defined as the process of exerting social influence to optimize collective efforts towards goal attainment. This definition underscores the fundamental concept that leadership revolves around guiding and motivating individuals within a group through one's deeds and interpersonal interactions.

Krishnan (2022), defines leadership as a relationship that emerges when individuals engage with one another, enabling leaders and followers to elevate each other to higher levels of motivation and morality. This definition underscores the transformative and inspirational nature of leadership, where leaders encourage

followers to rise above self-interest for the collective good. In a school context, Varga, Vican, and Peko (2020) highlight that leadership is crucial for school life, as it impacts various aspects that enhance student performance by improving working conditions during curriculum implementation.

According to Yukl (2016), leadership behavior includes both innate characteristics and deeds that enhance a person's efficacy as a leader. With the shared objective of improving performance determinants, this behavior encompasses a variety of acts meant to impact a team's or organization's performance. Building on Robert House's 1971 idea, Jermier (2016) contends that a leader's actions are impacted by the contentment, drive, and output of their followers. Task-oriented, relationship-oriented, and change-oriented approaches will all be included in this study's analysis of leadership behavior. Task-oriented leadership focuses on efficiency and planning, while relation-oriented leadership emphasizes teamwork and empowerment. Change-oriented leadership fosters innovation and adaptability to external changes (Varga, Vican & Peko, 2020).

Seven years of basic education and six years of secondary education make up Uganda's formal educational system. Students can enroll in a range of academic, technical, and vocational programs in post-primary education and training institutions following secondary school. While local district administrations are in charge of primary education, the Ministry of Education and Sports (MoES) retains centralized authority over secondary school management. Uganda's educational scene has changed significantly since a stable government was established.

The establishment of the Universal Primary Education (UPE) policy dramatically expanded enrollment in primary schools. The Ugandan government created the

Uganda Post Primary Education and Training (UPPET) strategy and then introduced Universal Secondary Education (USE) in response to the rising demand for secondary education (Nsubuga, 2008). This strategic plan sought to raise the standard and effectiveness of secondary school administration while also promoting fair access to education.

Collins (2022) notes that while the Competency-Based Curriculum (CBC) aims to equip learners with essential skills for modern society, it faces several challenges. This includes insufficient resources, time constraints, and inadequate teacher training on CBC methodologies. Additionally, Musimenta (2023) found that the new curriculum continues to encounter obstacles such as resistance from teachers and school leaders in accepting the changes, along with limited engagement from the broader community.

Education holds a central role in driving the socio-economic progress of nations, forming the bedrock for high-quality learning. In Uganda, the lower secondary education phase stands as a pivotal stage, poised to prepare students for advanced studies while equipping them with essential life skills. Officially, the updated Lower Secondary Curriculum was introduced in 2020, starting with Senior One pupils. This curriculum encompasses 11 mandatory subjects, which are uniformly delivered across all Government Aided and Private Schools (MOES, 2019). The core ethos of this curriculum overhaul revolves around an experiential and profound learning approach. It represents a shift away from the conventional 'knowledge transmission' model, hinging instead towards an 'active-learning' methodology. In this paradigm, learners are encouraged to engage in critical thinking, draw their conclusions, tackle challenges, and form independent judgments.

In the context of educational development in Karamoja, it's essential to recognize the sub-region's unique challenges and historical dynamics. Although Karamoja's secondary schools are actively implementing the Lower Secondary Curriculum (LSC), it is crucial to understand this within the broader backdrop of the sub-region's development issues. Karamoja stands out as one of Uganda's least socially and economically developed areas, with a staggering 61 per cent of its 1.2 million population living in poverty (UNHS, 2016/17). This sub-region, characterized by its semi-arid environment, grapples with chronic food insecurity. To align with Uganda's sustainable development goals as outlined in the second National Development Plan and Vision 2040, it becomes imperative to place a significant emphasis on strengthening human capital competitiveness in Karamoja. This includes nurturing sustainable wealth creation, generating employment opportunities, and fostering inclusive growth through an enhanced educational landscape.

In the pursuit of these development objectives, it is vital to underscore the necessity of equitable wealth distribution across sub-regions while preserving the fundamental human rights of Karamoja's residents. To achieve this, substantial investments in health, education, economic prospects, and governance are paramount. The success of these endeavours hinges on a sense of urgency, visionary leadership, and a cohesive approach that unites the government, development partners, local communities, and the private sector in collaborative efforts. Within this framework, it is essential to acknowledge and address the existing disparities within secondary schools in Karamoja with specific regard to leadership behaviour on managing curriculum changes in the lower secondary schools.

Moreover, it is crucial to appreciate that historical factors continue to influence the sub-region's development trajectory. These challenges cover issues related to private firearm ownership, cattle raiding, significant environmental degradation, insufficient infrastructure, and restricted access to essential services. These historical dynamics further emphasize the need for holistic and context-sensitive interventions to address vulnerabilities and promote sustainable lower-secondary educational development in Karamoja. Scholars argue that the effective management of curriculum changes necessitates proactive involvement from head teachers. They should facilitate teachers by ensuring the availability of suitable curricula, textbooks, and pertinent reference materials to support integrated teaching practices in their daily routines (Mpaata & Mpaata, 2019).

Due to decades of intense violence and harsh, desert weather, Karamoja, the sub-region of Uganda where this study was done, has some of the world's most concerning poverty statistics. These challenging circumstances collectively contribute to consistently low enrollment rates, low parental school involvement, low teacher-school attendance and high teacher attrition rates (Datzberger, 2018). Corroborated by the shortage of teachers, and remote areas lack adequate teacher accommodation facilities (Okumu, 2017). Consequently, Karamoja continues to grapple with some of the most dismal educational outcomes and performances in Uganda. Pervasive poverty and the protracted conflict that isolated the sub-region are the main causes of this, which for a long time halted the growth of its educational system (Brown, Kelly & Mabugu, 2017).

The Sustainable Development Goal 4 (SDG4) aims to guarantee equitable access to quality education and lifelong learning opportunities for everyone. However,

significant disparities and inequalities in educational achievement are apparent in the Karamoja Sub-Region Except for Abim, all districts in Karamoja show alarmingly high rates of children aged 6 to 12 who are not enrolled in school, starkly contrasting with the national average of 10 percent. The primary school enrollment rate for children in this age group is just 0.9%, which is significantly lower than the central sub-region's 12% enrollment rate. The situation worsens at the Primary Seven level, where enrollment stands at a mere 3 percent compared to the rest of the country's 25 per cent, thereby impacting both secondary and tertiary enrollment rates. Karamoja reports the lowest Net Enrollment Ratios (NERs) for secondary and tertiary education among all sub-sub-regions and even lower than Kampala, at 19 per cent and 2.6 per cent, respectively (UNFPA, 2018). Therefore, it is imperative to continuously adapt the curriculum to align with contextual factors, including social, cultural, and economic considerations.

Mugalu (2018) highlights that competent leadership behaviour is crucial to the lower secondary education system's ability to manage curriculum changes effectively. In this context, school leaders, comprising head teachers and administrators, assume pivotal roles in guiding and facilitating teachers throughout the process of transitioning to new curricula. Their responsibilities encompass providing clear direction, establishing channels for effective communication, and cultivating an environment conducive to the successful implementation of curriculum changes.

Effective leadership is a fundamental component of the success of any educational program, as highlighted by Okoth (2018). Head teachers play a pivotal role in fostering teachers' self-efficacy, a sense of community, professional growth, and instructional enhancement within the educational system. The efficient management

of an educational system hinges on this leadership, as it brings about increased efficiency throughout the system. Achieving successful implementation involves a dynamic interplay of various factors, including facilitating conditions, innovation, recipients, and the prevailing context, as emphasized by Söling, Pfaf, Karbach, Ansmann and Köberlein (2022). Leadership exerts influence on several aspects of the organizational landscape, including culture, communication, networks, and resource allocation. It serves as a crucial catalyst in cultivating an environment conducive to successful implementation. In the context of managing curriculum changes, effective leaders are tasked with creating a viable teaching and learning environment where they assume roles akin to that of a coach or guide, thereby facilitating the change process.

In the Ugandan context, and the Karamoja sub-region particularly, there has been a research gap regarding the role of leadership behaviour in the management of curriculum change. Existing research mainly focuses on general educational leadership and overlooks leadership behaviours specific influence on curriculum change (Ocholla, 2019). This deficiency affects our understanding of how leadership behaviour directly impacts curriculum change success and the behaviours facilitating effective management. Challenges faced by school leaders in handling curriculum changes are also underexplored, including teacher and stakeholder resistance, resource constraints, and inadequate professional development opportunities (Mirembe, 2017). Investigating these challenges and strategies employed by school leaders is crucial for comprehensive curriculum change management approaches. This study intended to explore the effects between leadership behaviour on curriculum change management in Ugandan lower secondary education, identifying key

behaviours for effective management and providing insights for policymakers, school leaders, and educational stakeholders.

1.2 Problem Statement

Curriculum reforms are critical for ensuring education systems remain responsive to the rapidly evolving demands of the 21st-century world, equipping learners with relevant knowledge and practical skills for employability in a globalized economy (Mubarak & Yusoff, 2019; OECD, 2019). In Uganda, several initiatives such as the National Teacher Policy (2019) and the Business, Technical and Vocational Education and Training (BTVET) reforms have been introduced to strengthen teacher capacity and improve learning outcomes through curriculum transformation.

Despite these national efforts, the effective management of curriculum change at the lower secondary school level remains problematic. Schools face significant challenges, including the complex requirement to select 15 subjects per school and guide students in choosing three electives, which has increased planning and instructional demands. Teachers in many schools report difficulties in implementing learner-centered instructional approaches, resulting in lesson delivery that remains largely theoretical rather than practical. In addition, assessment reforms have not been fully institutionalized, as evidenced by limited integration of continuous assessment and cases of non-submission of school-based assessment records to the Uganda National Examinations Board (UNEB, 2023).

Other persistent challenges include inadequate monitoring of teaching and learning processes, limited stakeholder involvement, and insufficient financial and material resources to support curriculum implementation. These issues are particularly pronounced in the Karamoja sub-region, where schools struggle with systemic

constraints that hinder the realization of intended curriculum outcomes. The resulting gap threatens to widen the disconnect between what learners are taught in school and the competencies required in the job market, risking the continued production of graduates with limited practical skills (Lichy & Khvatova, 2019).

While previous studies (Musimenta, 2023; Atuhaire & Turyagyenda, 2023) have examined aspects of curriculum implementation in Uganda, there is limited empirical evidence on how leadership behaviours influence the management of curriculum reforms, particularly in the unique context of Karamoja. This study therefore sought to analyze the effect of leadership behaviours in the management of curriculum changes in lower secondary schools in the Karamoja sub-region of North-Eastern Uganda.

1.3 Purpose of the Study

This study aimed to investigate the effect of leadership behaviors on the management of curriculum changes in secondary schools within the Karamoja sub-region, North Eastern Uganda.

1.4 Objectives of the Study

Specifically, the study sought to:

1. Examine the effect of relation-oriented leadership behaviours on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.
2. Assess the effect of task-oriented leadership behaviours on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.

3. Analyze the effect of change-oriented leadership behaviours on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.
4. Investigate the effect of organizational climate on the relationship between leadership behaviours and curriculum change management in Lower Secondary Schools in the Karamoja Sub-region, Uganda.

1.5 Hypotheses

The study was based on the following null hypotheses:

$H0_1$: There is no significant effect of relation-oriented leadership behaviour on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.

$H0_2$: There is no significant effect of task-oriented leadership behaviour on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.

$H0_3$: There is no significant effect of change-oriented leadership behaviour on the management of curriculum changes in Lower Secondary Schools in the Karamoja Sub-region, Uganda.

$H0_4$: Organizational climate does not significantly mediate the relationship between leadership behaviors and curriculum change management.

1.6 Justification of the Study

This study was prompted by persistent challenges in the management of curriculum changes in the Karamoja Sub-region, challenges which continue to hinder the realization of quality education and improved learning outcomes. Karamoja has historically lagged behind the rest of Uganda in educational development,

characterized by low literacy levels, high dropout rates, and limited access to quality teaching and learning. These realities highlighted the need for empirical investigation into the factors influencing effective curriculum implementation, particularly given recent national curriculum reforms aimed at improving the relevance and competitiveness of education.

Although Uganda has introduced curriculum innovations intended to enhance learner competencies and ensure alignment with 21st-century demands, many schools in Karamoja still struggle to translate these changes into effective teaching, learning, and assessment practices. This gap suggested that the challenges were not solely technical but likely influenced by leadership capacity within schools. School leaders play a central role in interpreting policy changes, allocating scarce resources, mobilizing teachers, and creating a supportive environment for curriculum delivery. However, limited research had examined how leadership behaviours specifically affect the management of curriculum reforms in this unique and underserved context.

The study was therefore justified by the need to generate evidence on whether and how leadership behaviours facilitate or hinder successful curriculum management in lower secondary schools in Karamoja. Understanding this relationship was essential for identifying practical strategies that could improve curriculum delivery, strengthen teacher capacity, and enhance student learning outcomes. In a region where education is a critical tool for social and economic transformation, such evidence was necessary to support informed decision-making, guide policy interventions, and promote practices that address local needs.

Furthermore, the study responded to the need to optimize the use of limited resources in Karamoja. Effective leadership can ensure that available materials, finances, and

human resources are utilized in ways that maximize learning benefits. Investigating leadership behaviour in this context was therefore critical for understanding how schools could operate more efficiently within existing constraints.

Finally, this study was justified by its potential contribution to both local and broader educational discourse. By focusing on a marginalized region facing distinct challenges, the study provided insights that could inform education policy, professional development programmes, and leadership frameworks not only in Karamoja but also in other regions facing similar educational difficulties. The findings thus hold value for scholars, policymakers, and practitioners seeking to improve the management and impact of curriculum reforms in developing contexts.

1.7 Significance of the Study

The findings of the study are significant because they provide clear evidence of how leadership behaviours affect the management of curriculum changes in lower secondary schools in the Karamoja Sub-region. The results demonstrated that leadership plays a decisive role in shaping how curriculum reforms are interpreted, implemented, and supported within schools. By identifying the leadership behaviours that positively influence curriculum management, the study provides a practical foundation for improving the quality and relevance of education in the region.

The findings are particularly valuable to school leaders, headteachers, deputy headteachers, and directors of studies because they highlight the leadership approaches that successfully promote effective teaching and learning under the new curriculum. These findings help administrators make evidence-based decisions, design better instructional support systems, and foster school environments that encourage professional collaboration and accountability. As a result, school leaders

are better equipped to oversee curriculum implementation in ways that enhance academic performance and student learning experiences.

Teachers and professional development tutors also benefit from the study's outcomes. The findings revealed specific areas where teachers required more support, such as instructional approaches, continuous assessment practices, and adaptation to learner-centred methodologies. This evidence enables professional development tutors to tailor training programs to address practical classroom challenges, improving teacher competence and confidence in implementing the revised curriculum. By aligning professional development with the needs highlighted in the study, teachers are better prepared to deliver the curriculum effectively.

The study's findings further provide important guidance for policy formulation and educational planning. For policymakers and Ministry of Education officials, the evidence sheds light on the structural and leadership-related issues that influence curriculum implementation in rural and resource-constrained contexts. This helps inform policies, resource allocation, and support strategies that respond directly to the realities faced by schools in Karamoja. The study therefore reinforces the need for leadership development initiatives and monitoring frameworks that strengthen curriculum implementation at the school level.

Students ultimately benefit from the study because improved leadership and better-managed curriculum reforms create more supportive and engaging learning environments. When curriculum changes are well-supervised and teachers are adequately supported, students are more likely to develop the knowledge, skills, and competencies needed for future employment, further education, and personal development.

Finally, the study contributes significantly to academic research. It provides empirical evidence from a region that has received limited scholarly attention, helping to fill a research gap in leadership and curriculum change management in developing and marginalized contexts. The findings serve as a valuable reference for researchers, postgraduate students, and scholars interested in educational leadership and reform. The study establishes a foundation for future comparative research and contributes to broader discussions on how leadership can drive meaningful improvements in education systems.

1.8 Scope of the Study

Contextually, the study examined the specific leadership behaviours and practices employed by school leaders in the Karamoja sub-region to manage curriculum changes. In this case, the study was to determine how task-oriented behaviour, relation-oriented behaviour, change-oriented behaviour and status-oriented behaviour influence managing curriculum changes in Lower Secondary Schools in Karamoja Sub-region, Uganda.

The study focused on the management of curriculum change as the dependent variable (DV), with leadership behavior serving as the independent variable (IV). Additionally, supportive organizational climate was examined as the mediating variable (ME) between leadership behavior and the management of curriculum change.

The study was carried out between November 2023 and 2025 in lower secondary schools in Uganda's Karamoja sub-region.

The study focused on 25 registered lower secondary schools in the sub-region implementing the new curriculum. Using Slovin’s Formula at a 95% confidence level

and a margin of error of 0.05, a representative sample of 23 schools was selected, ensuring coverage of both government-aided and private schools. Headteachers, deputy headteachers, and DOS were purposively selected due to their direct leadership roles in supervising curriculum implementation. NCDC staff and MoES staff were also participants in the study.

1.9 Limitations of the Study

The study's reliance on self-administered questionnaires for data collection presented a limitation, as the obtained information is self-reported and may prove challenging to independently verify. In response to this concern, the research scrutinized the validity and reliability of the questionnaire instrument to ensure that the reported data adheres to necessary standards. Additionally, the efficacy of data collection through questionnaires was contingent upon the respondents' willingness to answer the posed questions. Another limitation of this study was the potential for response bias, as participants may have provided socially desirable answers rather than reflecting their actual experiences and perceptions. This could have influenced the accuracy of the findings, particularly in assessing leadership behaviors and curriculum change management. To mitigate this, the study emphasized confidentiality and anonymity to encourage honest responses. However, the inherent limitations of self-reported data remain a challenge.

Additionally, resource constraints affected the scope of data collection. Given the vastness of the Karamoja sub-region, logistical challenges such as poor infrastructure, long travel distances, and limited access to internet services posed difficulties in reaching some participants. As a result, the study was unable to incorporate a fully representative sample of all lower secondary schools in the region. Moreover, time

constraints restricted the ability to conduct longitudinal observations, which could have provided a more comprehensive understanding of how leadership behaviors influence curriculum change over time. Future studies could benefit from longitudinal approaches, mixed-methods triangulation, and expanded geographic coverage to enhance the robustness of findings.

The lack of contemporary research examining the effects of leadership behaviors in curriculum change management in lower secondary schools was another major drawback of our study. The majority of available recent literature is sourced from Western countries, raising concerns about its applicability and relevance to the unique circumstances in Karamoja, Uganda. This study aimed to address and fill this knowledge gap.

1.10 Assumptions of the Study

The researcher had certain underlying presumptions that formed the basis of this investigation and the cornerstone of its construction: The study assumed that there is sufficient data available on leadership behaviour in the management of curriculum changes in lower secondary schools in the Karamoja Sub-region. The study made assumption that Teachers, school administrators, and other pertinent Karamoja sub-region stakeholders will be open to taking part. In order to collect data, it is assumed that they will cooperate by expressing their viewpoints, offering information, and participating in focus groups, surveys, or interviews.

The study assumed that participants would provide honest and accurate responses to the research instruments used, including surveys, interviews, and questionnaires, sharing their experiences, opinions, and practices truthfully and without bias. It further assumed that the findings related to leadership behavior in managing

curriculum changes in the Karamoja sub-region would have practical implications and relevance for educational policymakers, school leaders, and other stakeholders. The study also suggested that the knowledge gathered from the Karamoja sub-region can be applied or transferred to other comparable situations in Uganda or possibly to other underprivileged locations. In the end, it was concluded that a key component of successfully managing curricular changes in lower secondary schools is leadership conduct.

1.11 Theoretical Framework

This study is anchored in two prominent leadership theories: Path-Goal Theory (House, 1971) and Transformational Leadership Theory (Downton, 1973; Bass, 1980). These theories provide complementary perspectives for understanding the influence of leadership behaviours on curriculum change management in lower secondary schools, particularly within the under-resourced and culturally unique context of the Karamoja sub-region of Uganda. By integrating these theoretical perspectives, the study considers both the situational adaptation of leadership and the motivational influence leaders exert on followers, offering a comprehensive lens through which to examine how different leadership behaviours facilitate or hinder curriculum reforms.

Leadership behaviours are defined as the observable actions, strategies, and approaches leaders employ to guide, influence, and support staff in achieving organizational objectives (Yukl, 2013). These behaviours are broadly categorized as relation-oriented, task-oriented, and change-oriented. Curriculum change management refers to the structured process of planning, implementing, and evaluating modifications in curriculum content, pedagogy, and assessment practices in response

to evolving educational needs and policy directives (Fullan, 2016). Additionally, organizational climate is conceptualized as the shared perceptions, norms, and practices within schools, and is treated as a mediating factor that shapes the effectiveness of leadership behaviours in achieving curriculum change outcomes.

Path-Goal Theory emphasizes that leaders must adapt their behaviours to meet the needs of followers and the demands of the task environment (House, 1971). In the context of curriculum changes, directive leadership provides clear guidance during complex reforms, supportive leadership addresses resistance and fosters teacher confidence, and participative leadership promotes collaboration and shared decision-making (Evans, 2023; Malik et al., 2024). Complementing this, Transformational Leadership Theory highlights the capacity of leaders to inspire, motivate, and empower followers to exceed expectations, particularly during significant change (Bass & Riggio, 2006; Leithwood et al., 2023). Its dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—are essential for fostering teacher engagement, professional growth, and sustained commitment to curriculum reforms.

The integration of these theories is particularly justified in this study. While Path-Goal Theory addresses the situational and task-specific aspects of leadership, Transformational Leadership Theory emphasizes motivational and developmental mechanisms that influence teacher engagement and organizational effectiveness. Together, they offer a nuanced understanding of how leadership behaviours contribute to curriculum change, with organizational climate mediating this relationship. This dual-theory approach enables a robust analytical framework for exploring the dynamics of curriculum change management in lower secondary schools.

It is important to acknowledge the limitations and assumptions of this framework. Both theories primarily focus on leader-follower interactions and assume that leadership behaviours are observable and measurable. They may not fully account for external contextual factors such as resource constraints, policy environments, or socio-cultural dynamics that are unique to the Karamoja sub-region. Nevertheless, applying these theories in this context extends their relevance and provides an empirically grounded approach to examining leadership effectiveness in managing curriculum reforms.

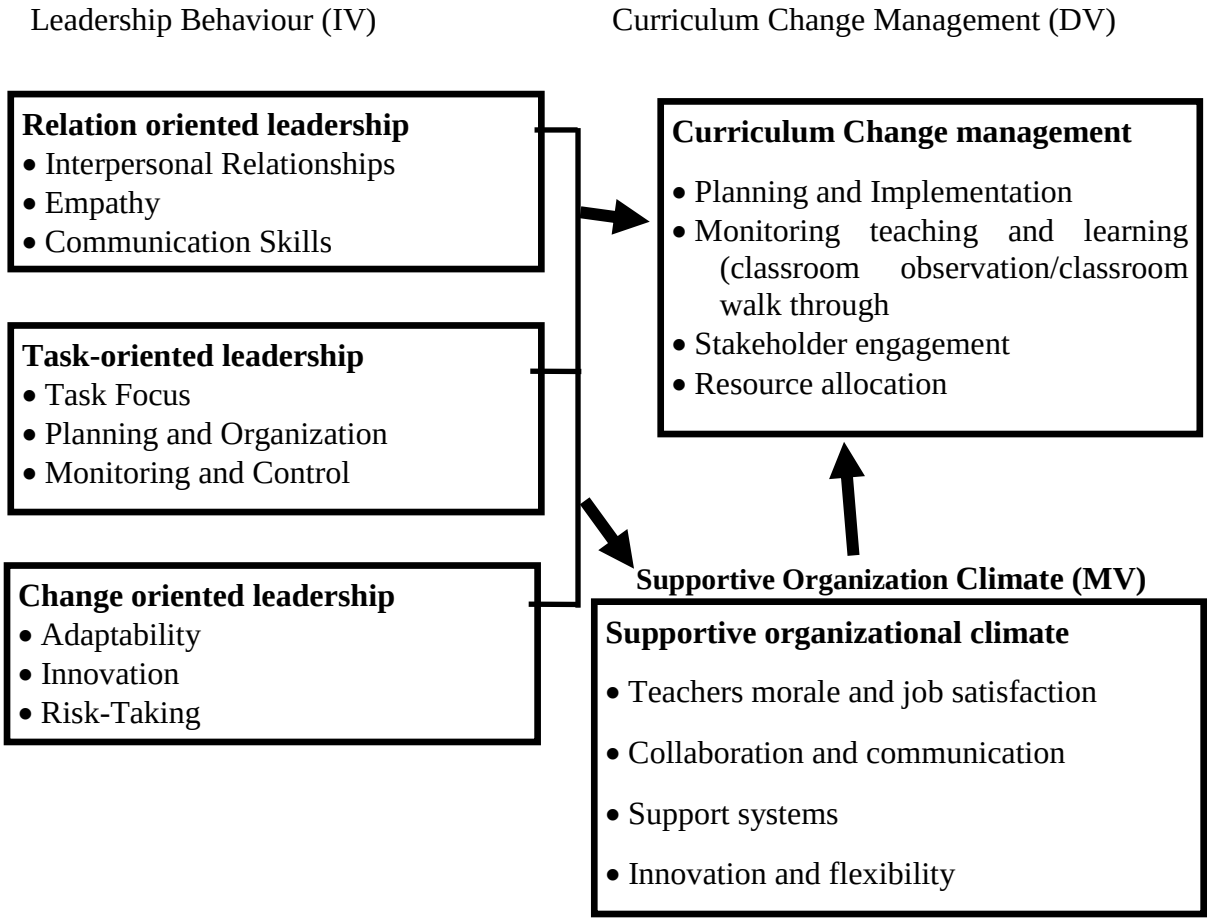
This theoretical foundation informs the formulation of the study's hypotheses. It posits that relation-oriented, task-oriented, and change-oriented leadership behaviours will significantly influence curriculum change management, and that organizational climate will mediate the relationship between leadership behaviours and successful implementation of curriculum reforms. In doing so, the study builds upon existing scholarship while addressing a critical gap in the understanding of educational leadership in under-researched, resource-constrained settings.

1.12 Conceptual Framework

The conceptual framework was built upon three key variables: the independent variable (IV) of leadership behaviour, including relation-oriented, task-oriented, and change-oriented dimensions; the dependent variable (DV) of management of curriculum changes, involving planning and implementation, monitoring teaching and learning, stakeholder engagement, and resource allocation; and the mediating variables (ME) constituting teachers' morale, innovation and flexibility, collaboration and communication, and support systems. The study posits that leadership behaviour influences the management of curriculum changes (Gouëdard, Pont, Hyttinen, &

Huang, 2020) and this relationship is mediated by the supportive organizational climate created by these mediating variables.

Figure 1: Conceptual Framework Showing the Relationship between the Leadership Behaviours, Curriculum Change Management and Supportive Organizational Climate.



Source: Adapted from the studies of: House (1971), Downton (1973); Bass, (1980).

The three leadership behaviour components identified in the study (task-oriented, relation-oriented, and change-oriented) aligned with aspects of the Path-Goal Theory proposed by Robert House. In task-oriented leadership, leaders focus on providing structure and guidance (similar to the directive leadership style), relation-oriented leadership emphasizes support and empowerment (similar to the supportive leadership style), and change-oriented leadership corresponds to a leadership style that facilitates

innovation and adaptation to external changes Rudhumbu, Mswazie, and Maphosa (2016).

The mediating variables in the study, such as teachers' morale, innovation, flexibility, collaboration, and communication, can be seen as mechanisms through which leaders in the Path-Goal Theory enhance follower satisfaction, motivation, and performance. For instance, a supportive organizational climate, facilitated by these mediating variables, can align with the supportive leadership style in the Path-Goal Theory.

The study's definition of leadership, which is in line with the core ideas of transformational leadership, is a connection that raises people to higher moral and motivational levels. Transformational leaders encourage and inspire their followers to put the greater good ahead of their own interests (Rudhumbu, Mswazie, and Maphosa, 2016).

Leadership Behavior Components included relation-oriented, task-oriented, and change-oriented approaches in the study aligned with various aspects of transformational leadership. Task-oriented leadership may correspond to transactional elements of setting goals and providing rewards, relation-oriented leadership aligned with building interpersonal relationships and empowering followers (transformational elements), and change-oriented leadership related to fostering innovation and adaptation, a key aspect of transformational leadership (Varsani, 2017).

The mediating variables in this study, including collaboration, communication, and support systems, align with the transformational leadership focus on fostering a supportive and motivating organizational climate. Essentially, the conceptual framework incorporated elements from both the Path-Goal Theory and Transformational Leadership Theory. It encompassed various components of

leadership behaviour and mediating variables that reflect a range of leadership styles and mechanisms consistent with this framework. This made it possible for the researcher to look at the intricate nature of leadership behaviors and highlights how crucial it is to comprehend how these behaviors interact with the organizational climate and affect how curriculum changes are managed in lower secondary schools in Uganda's Karamoja Sub-region.

1.13 Operational Definition of Terms

Leadership Behavior:

Leadership behavior refers to the specific actions and strategies that leaders employ to influence, guide, and direct their followers toward achieving organizational goals (Northouse, 2021). Yukl (2013) categorizes leadership behaviors into task-oriented, relation-oriented, and change-oriented, emphasizing the importance of balancing these approaches for effective leadership.

In this study Leadership behavior referred to the observable actions, decisions, and strategies employed by school administrators, principals, and educational leaders in secondary schools, in the context of initiating, implementing, and guiding curriculum changes in lower secondary schools. These behaviors encompass a range of actions such as setting educational goals, providing support to teachers, facilitating communication, and making decisions related to curriculum reforms.

Task-Oriented Leadership Behaviour: Leadership behaviour in which school leaders focus on planning, organizing, assigning tasks, setting clear goals, and supervising teachers to ensure effective implementation of curriculum changes in lower secondary schools.

Relation-Oriented Leadership Behaviour: Leadership behaviour in which school leaders emphasize collaboration, effective communication, and support to foster teacher motivation, engagement, and participation in managing curriculum changes.

Change-Oriented Leadership Behaviour: Leadership behaviour in which school leaders encourage innovation, facilitate adaptation, and lead initiatives to implement and sustain curriculum changes in schools.

Organizational Climate: The extent to which the school environment, shaped by leadership, provides support, collaboration, motivation, and professional development opportunities that influence the successful management of curriculum changes.

Management of Curriculum Changes: The management of curriculum changes in this study referred to the deliberate and organized processes involved in planning, implementing, and overseeing modifications to the educational curriculum in secondary schools in the Karamoja Sub-region. Examples include strategic planning, stakeholder engagement, resource allocation, and initiatives to address specific challenges related to curriculum changes.

Stakeholder Engagement: Stakeholder involvement, as it relates to curriculum change management, is the degree to which teachers, parents, students, school officials, and other pertinent stakeholders actively engage in the conception, creation, and execution of curriculum modifications in secondary schools. Participating in decision-making procedures, offering feedback, and supporting the curriculum change process as a whole are all included in this involvement.

Teacher Support for Curriculum Change Management: This shows how willing and capable lower secondary school teachers are of implementing and adjusting to

new curriculum innovations. Teachers' attitudes, their readiness to pursue professional development, their capacity to incorporate new material into their lesson plans, and their general dedication to implementing curriculum changes successfully are all included.

Curriculum change

Curriculum change involves the systematic modification or adaptation of educational content, instructional strategies, and assessment methods to improve learning outcomes (Ornstein & Hunkins, 2018). Fullan (2007), describes curriculum change as a complex process requiring careful planning, implementation, and evaluation, often necessitating strong leadership and stakeholder collaboration. In this study, curriculum change refers to the introduction and implementation of the competency-based curriculum (CBC) in lower secondary schools

Competency-Based Curriculum (CBC)

A competency-based curriculum (CBC) is an educational approach that focuses on developing learners' skills, knowledge, and attitudes necessary for real-world applications (UNESCO, 2017). Voogt and Roblin (2012) describe CBC as a shift from content-based learning to a skills-oriented model, emphasizing problem-solving, critical thinking, and adaptability. In this study, CBC refers to Uganda’s revised lower secondary education curriculum, which aims to equip learners with practical skills, creativity, and critical thinking abilities, moving away from traditional rote learning methods.

School Leadership

School leadership is the process through which school administrators influence teachers and students to improve educational outcomes (Leithwood *et al*., 2008). Bush

and Glover (2014), highlight that school leadership involves setting a vision, managing change, and fostering a supportive learning environment. In this study, school leadership refers to the roles of headteachers, deputy headteachers, and directors of studies in guiding curriculum management in lower secondary schools. Their ability to provide instructional leadership, manage resistance to change, and ensure adherence to national education policies significantly impacts the success of curriculum changes.

Educational Reform

Educational reform encompasses systematic efforts to improve educational policies, teaching methodologies, and curricula to enhance learning outcomes (Cuban, 1998). Hargreaves and Shirley (2012) describe it as a transformation in teaching and learning practices driven by the need to address contemporary educational challenges. In this study, educational reform specifically refers to Uganda's introduction of CBC in secondary schools, requiring school leaders to adopt new strategies for effective implementation and ensuring alignment with national and international educational standards.

Teacher Professional Development

Teacher professional development involves structured training and learning opportunities designed to enhance teachers' instructional skills, subject knowledge, and pedagogical effectiveness (Guskey, 2002). Darling-Hammond *et al*. (2017) emphasize that continuous learning and mentoring programs are key aspects of professional development, helping teachers adapt to new curriculum demands. In this study, teacher professional development refers to the training and support provided to

teachers, equipping them with the necessary skills and methodologies for implementing the competency-based curriculum effectively.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter aimed to provide a review of previous empirical and theoretical studies that is presented chronologically and thematically, aligned with the objectives of the current study. The review involved summary of the key findings from the reviewed literature and any existing gaps in knowledge that this study seeks to address.

2.1 The Concept of Leadership Behavior

Gusmão, Christiananta, and Ellitan, (2018) state that effective leadership is the ability to anticipate, create a vision, be flexible, think strategically, and work with others to implement transformative changes that can move the business toward a brighter future. This concept is further described as a dynamic interplay of factors and roles crucial for realizing organizational objectives. Ogola (2019) argues that this interplay encompasses orchestrating actions, refining processes, aligning organizational structures, and fostering staff motivation and dedication to the strategy's execution.

In summary, leadership is the art of guiding a collective effort towards goal attainment (Nyongá and Maina, 2019). Effective leadership involves possessing a strategic vision and the persuasive ability to implement a strategy to yield tangible outcomes (ibid). Key facets of leadership include delegating tasks for achievement through others and serving as a vital asset for an organization to compete in a rapidly evolving marketplace (Yusoff & Mubarak, 2019).

Mertkan and Aydın (2016) explored the influence of transformational leadership on curriculum change in Turkish secondary schools, highlighting behaviours such as inspiration, motivation, intelligence stimulation, and individualized support.

Similarly, Honig and Rainey (2020) conducted a case study on principal leadership and new program implementation, emphasizing principals as change agents who set expectations, provide support, and foster a positive school culture. Johnson and Pratt (2018) also investigated curriculum leadership's role in successful curriculum change implementation, identifying behaviours like creating a shared vision, promoting collaboration, offering professional development, and addressing challenges. Marfan and Pascual, (2018) studied leadership practices in Chilean schools, highlighting behaviours such as vision creation, collaboration promotion, and instructional support.

In their study on secondary school teachers' opinions of their principals' leadership styles and academic achievement in Pakistan, Ozcan (2021) discovered that teachers' opinions have a significant impact on their academic achievement. Similar to this, DiPaola, and Wagner (2018) examined empirical evidence on the function of principals in curriculum reform, emphasizing crucial behaviors including managing opposition to change, fostering professional development, encouraging teacher involvement, and offering a clear vision. These results highlight the value of strong leadership in improving student outcomes and imply that administrators are crucial in influencing teachers' attitudes and involvement in the process of curriculum improvement.

A survey conducted by Cheng and Tam (2017) investigated the role of school administrators in leading curriculum innovation within Hong Kong schools. The study examined various leadership behaviours and practices that facilitate successful curriculum changes, including vision-setting, resource allocation, and support for teacher collaboration. Similarly, Acheampong and Adu (2017) explored the leadership practices and strategies employed by school leaders during curriculum

changes in secondary schools in Ghana. Their findings highlighted the critical importance of effective communication, vision setting, collaboration, and support in successfully managing curriculum change. Both studies underscore the essential role that school leadership plays in guiding educational changes and enhancing academic outcomes through strategic engagement with teachers and stakeholders.

The research by Macharia (2018) and Phiri *et al*. (2020) offers important new perspectives on the leadership issues surrounding curricular changes in secondary schools in Kenya and Zimbabwe, respectively. Both studies highlight how crucial strong leadership is to negotiating the challenges of educational transformation, but they also point to important knowledge gaps about how particular leadership techniques can be successfully applied in various educational situations. This gap is particularly evident when examining the differing challenges faced by schools in Zimbabwe and Kenya and the corresponding leadership behaviors required to address these challenges.

In Zimbabwe, Phiri *et al*. (2020) identify several key obstacles to successful curriculum implementation, including limited resources, resistance to change, and inadequate support systems. They argue that effective leadership is essential for overcoming these barriers, as school leaders must inspire and motivate their staff while ensuring that necessary resources are available. However, the study highlights a lack of consultative engagement from curriculum planners, leaving school heads feeling unprepared and unsupported. This situation emphasizes the need for leaders who not only address logistical issues but also cultivate a collaborative culture among teacherss. The absence of a structured approach to engage teachers in the change process creates a disconnect that hinders effective implementation.

Conversely, Macharia (2018) focuses on specific leadership behaviors that can facilitate successful curriculum change management in Kenyan secondary schools. The study identifies key behaviors such as providing a clear vision, fostering collaboration among staff, promoting professional development for teachers, and addressing resistance effectively. These proactive leadership strategies contrast sharply with the reactive stance observed in Zimbabwean schools. While Macharia's findings highlight critical behaviors that can mitigate resistance to change, they do not delve deeply into how these strategies can be systematically integrated into existing educational frameworks or adapted to various contexts within Kenya. This lack of contextualization raises questions about the scalability of these leadership behaviors across different schools facing unique challenges.

The gap between these two studies lies primarily in the application of effective leadership strategies tailored to specific educational environments. While Phiri *et al*. (2020) emphasize the necessity of strong leadership to overcome challenges in Zimbabwe, they fall short of providing concrete strategies for leaders to enact meaningful change within their context. On the other hand, while Macharia (2018) outlines beneficial leadership behaviors, it lacks a comprehensive analysis of how these approaches can be adapted or scaled across diverse educational settings in Kenya. This disconnect suggests a need for further research that bridges these gaps by exploring how effective leadership practices can be contextualized and implemented in varying circumstances.

In Zimbabwe, the lack of consultative engagement has been identified as a significant barrier to success; therefore, exploring how leaders can facilitate better communication and collaboration among all stakeholders, including teachers, parents,

and curriculum planners, could enhance implementation efforts significantly. By addressing these gaps in stakeholder engagement and contextual application of leadership strategies, future research could contribute to more successful outcomes in curriculum implementation across both countries.

In conclusion, there is still a significant lack of real-world implementations of successful leadership techniques suited to particular educational contexts, even if Phiri *et al*. (2020) and Macharia (2018) offer insightful analyses of the role of leadership in curriculum change management. By creating an atmosphere that encourages cooperation and creativity among teachers, closing this gap may result in better curriculum implementation outcomes. In the end, closing these gaps will improve our comprehension of how to successfully negotiate the challenges of educational change in a variety of contexts.

A study by Rwegasira and Nkwama (2018) sought to evaluate leadership behaviours during curriculum change processes in Tanzanian secondary schools. It emphasizes the significance of instructional leadership, setting high expectations, promoting teacher collaboration, and providing necessary resources and support.

The research conducted by Mpaaka and Mpaaka (2018) and Okello (2019) sheds light on the leadership dynamics in Ugandan educational institutions, emphasizing the crucial role that school principals play in putting policies into practice and the influence that leadership conduct has on the provision of services. Okello expresses concerns regarding the incoherence and lack of inclusivity of Kyambogo University's leadership abilities, implying a negative impact on service delivery, while Mpaaka and Mpaaka concentrate on the beneficial relationship between a principal's management practices and the implementation of educational policies in secondary

schools. When taken as a whole, these studies highlight the importance of strong leadership in education, but they also point to important gaps that need more research.

The leadership role of secondary school principals in eastern Uganda was thoroughly examined by Mpaaka and Mpaaka (2018), who found a strong positive association between the effective implementation of educational policies and the regular management of teachers by principals. Their findings indicate that effective leadership is paramount for facilitating changes mandated by educational policies.

Specifically, they highlight that principals who actively manage their teaching staff and provide necessary resources contribute significantly to the successful execution of these policies. This emphasizes the need for principals to be well-versed in both administrative tasks and community engagement to enhance educational outcomes. The study does not, however, go into great detail about how leadership behaviors might be standardized or enhanced across various school contexts, even if it clearly shows a connection between them and the application of policies.

In contrast, Okello's (2019) investigation into leadership behavior at Kyambogo University presents a more critical perspective on the state of leadership within educational institutions. The study identifies non-inclusiveness and incoherent leadership skills as significant barriers to efficient service delivery. This raises an important empirical question regarding whether such leadership behaviors negatively influence the management of curriculum changes, particularly in lower secondary schools. Okello's findings suggest that ineffective leadership can lead to disjointed efforts in implementing educational changes, which could exacerbate existing challenges within schools. The lack of coherence in leadership practices at the

university level may reflect broader systemic issues that affect lower secondary schools as well.

The juxtaposition of these two studies highlights a crucial gap in understanding how leadership behavior influences curriculum management across different educational levels. While Mpaaka and Mpaaka (2018) emphasize the positive impact of effective principal management on policy implementation, Okello (2019) points to a troubling trend of ineffective leadership behaviors that hinder service delivery. According to this dichotomy, some principals may succeed in their positions, but others may find it difficult because of structural problems in their organizations. In order to improve inclusivity and coherence among school leaders, it is crucial to look into how these disparate leadership characteristics might be addressed through focused training and professional development programs.

Moreover, both studies call for a more comprehensive approach to leadership training that encompasses not only administrative skills but also interpersonal and collaborative competencies. The findings from Mpaaka and Mpaaka (2018) suggest that principals should engage with their communities and stakeholders effectively to foster a supportive environment for educational changes. In contrast, Okello (2019) indicates that addressing non-inclusiveness in leadership practices is vital for improving service delivery at all levels of education. Thus, future research should focus on developing frameworks for effective leadership that integrate best practices from both studies while considering the unique challenges faced by different educational contexts.

In conclusion, while both Mpaaka and Mpaaka (2018) and Okello (2019) contribute significantly to our understanding of school leadership in Uganda, they also reveal

critical gaps regarding the influence of leadership behavior on curriculum management and service delivery. Addressing these gaps through further research could enhance our understanding of effective educational leadership practices, ultimately leading to improved outcomes in both policy implementation and overall service delivery within Ugandan schools.

A key component of successfully managing curriculum changes is leadership behavior. As instructional leaders, principals are in charge of helping their schools navigate the challenges of curriculum reform. Principals must take the initiative to manage curriculum changes by giving teachers access to sufficient resources, support, and chances for professional growth, claim Govindasamy and Mestry (2022). This strategy is essential for fostering a change-friendly atmosphere where teachers are encouraged to use novel techniques.

Moreover, the literature suggests that transformational leadership is particularly effective in facilitating curriculum change. Research by Tusianah *et al*. (2019) indicates that principals who exhibit transformational leadership behaviours like inspiring a common vision and fostering collaborative relationships are more successful in managing curriculum changes. This finding is supported by Cheng (1994), who argues that effective curriculum change is contingent upon strong leadership that can navigate the complexities of educational reform. By cultivating a positive organizational climate, leaders can enhance teacher engagement and commitment, which are essential for successful curriculum implementation.

While these studies offer valuable insights into leadership behaviours and curriculum change, they do not directly address the specific context of Ugandan schools in Karamoja, nor do they focus on leadership behaviour concerning curriculum changes.

Thus, the purpose of this study was to fill the knowledge gap about the influence of leadership behavior on the management of curricular modifications in Ugandan secondary schools.

2.2 The Concept of Management of Curriculum Changes

The role of leadership in curriculum change is complex and goes beyond traditional management duties. Jorgensen (2019) contends that effective curriculum leadership necessitates a thorough understanding of the specific challenges schools face, especially in diverse environments. In her research on remote schools in Australia, she emphasizes that successful curriculum leaders are those who can adjust their leadership styles to address the unique needs of their schools and communities. This adaptability is vital for building strong interpersonal relationships and cultivating a culture of empathy among staff. Moreover, effective curriculum leaders must involve teachers in the decision-making process to ensure that changes are relevant and meaningful.

Pak, Polikoff, Desimone, and Saldívar (2020) assert that significant curriculum change relies on how teachers comprehend and apply it. When leaders engage teachers in the development and implementation of curriculum changes, they promote a sense of ownership and commitment, which is crucial for successful reform.

Sancar, Atal, and Deryakulu (2021), in their study "A New Framework for Teachers' Professional Development" conducted in Turkey, found that managing curriculum change is a structured process through which teacherss implement changes to instructional content and assessment methods within a defined curriculum framework. Stronge (2018), in his book "Qualities of Effective Teachers," highlights the importance of a management approach to ensure effective educational delivery and to

align teaching practices with specific curriculum goals. However, since this research was conducted in a developed country, applying its findings to Uganda, particularly in the Karamoja sub-region, presents challenges.

In a study by Cole-Foppe (2016) on teachers' perceptions of school principals as curriculum leaders in the Atlanta area, referenced by Chan, Ridley, and Morris (2022), the results indicated that teachers believed principals were not allocating enough time to curriculum-related issues. The principals also recognized that they could have been more proactive in their roles as curriculum leaders.

Consequently, Chan, Ridley, and Morris (2022) identified several factors that hinder principals' effectiveness in their curriculum leadership roles, such as heavy administrative workloads and external pressures from various agencies. Similarly, Alsaleh's research (2019) in the elementary education sector revealed that centralized government structures obstructed the curriculum leadership roles of school principals. While these studies identify factors that limit principals' effectiveness in managing curriculum and leadership behaviours, their contexts are significantly different from those in Uganda, specifically in Karamoja.

Numerous studies have investigated the role of school leadership in promoting successful curriculum changes. Hagenauer and Hascher's (2019) research on Swiss school principals' readiness for curriculum changes revealed that curriculum evaluation played a crucial role in enabling principals to implement curriculum changes openly and positively. Similarly, Soysa, (2019) examined leadership's role in implementing curriculum changes in New Zealand secondary schools. Their study emphasized the significance of leadership behaviors and strategies, such as fostering a

shared vision, promoting collaboration, providing professional development, and offering ongoing support, in supporting successful curriculum change.

In the context of curriculum design, McConnell *et al*., (2020) in their book ‘Lesson Planning with Purpose: Five Approaches to Curriculum Design’ expound that curriculum change management entails providing teachers with a comprehensive set of instructional guidelines, including suggestions, scripts, lesson plans, and assessment options.

In their article examining the government-led Foundations for Learning Campaign in schools within the uThungulu district of KwaZulu-Natal, South Africa, Govender (2018) concludes that providing teachers with instructional guidelines enhances the consistent implementation and sustainability of the curriculum, ultimately helping to achieve various educational objectives. These studies emphasized the value of stringent guidelines given to teachers in curriculum implementation, hence they do not focus on the management of curriculum changes in the lower secondary schools. Management of curriculum changes encompasses the structured implementation of curriculum modifications to align teaching practices with educational objectives. This involves providing teachers with resources and guidelines to ensure consistency in curriculum delivery and fostering student development, as highlighted in the works of Reimers, and Schleicher (2020).

In their paper "Computing in the Curriculum: Challenges and Strategies from a Teacher’s Perspective," Sentance and Csizmadia (2017) state that determining whether curriculum management in the UK will succeed or fail depends on knowing teachers’ opinions and concerns. Five main themes emerged from the study as ways to help teachers deal with their problems: unplugged activities, contextualizing

assignments, collaborative learning, fostering computational thinking, and scaffolding programming tasks. Chan and Hume (2019) have looked at how teachers' opinions affect the goals of science curricula, and their findings support this point of view. For example, they discovered that teachers' beliefs had a big impact on the kinds of lessons they choose to teach. Furthermore, Nevenglosky (2018) highlights the significance of these views, arguing that a proactive strategy that considers the worries, values, and perspectives of instructors can enhance the process of implementing the curriculum.

Therefore, among other tactics, Chan and Hume advise preparing instructors through professional development (PD) and cooperative opportunities. To aid in teachers' learning, professional development should specifically concentrate on making sure they fully comprehend the curriculum objectives and give them time to try out the new curriculum in a classroom environment. Given their substantial influence on student learning, it becomes clear that developing teacher understanding and effectiveness is crucial when implementing a new curriculum.

In order to guarantee the faithful implementation of curricular innovations, it is essential to align instructional practices with the specified learning objectives outlined in the curriculum (Pandey, 2018). Furthermore, the readiness of teachers to manage curriculum change holds significant importance. This assertion was corroborated by Hidiwakusha's (2022) report titled 'Rethinking the Implementation Process of the Revised Curriculum for Basic Education at Four Junior Secondary Schools in Circuit 2, Khomas Sub-region, Zimbabwe.' These findings present content gaps as they collectively emphasize the critical role of teachers' familiarity with the curriculum in enhancing instructional methods. Much as they did a study on the readiness of

teachers to manage curriculum change and Hidiwakusha on a rethinking of the implementation process of the revised curriculum, the context and content are different and not focused on leadership behaviour in the management of curriculum changes in Uganda, specifically Karamoja.

The findings of a survey on leadership development programs and their effects on school principals by Tingle, Corrales, and Peters (2019) indicate that principals consider training programs pertaining to executive leadership, human capital, school culture, and strategic operations to be important factors in their efficacy as educational leaders. This perspective is echoed by Mayfield (2019) and supported by the findings of Zhang and Henderson (2018), who also observed that collaborative endeavours among principals in addressing curriculum matters empower teacher leaders to co-lead instructional programs within their respective schools. Consequently, this collaborative approach results in substantial enhancements in the practices of instructional leadership among principals.

In their study "Investigating the Concerns of Secondary School Teachers Towards Curriculum Reform," Byrne and Prendergast (2020) examined the critical role that school administrators play in setting clear guidelines, establishing encouraging environments, encouraging teacher collaboration, and offering opportunities for professional development. When taken as a whole, these studies show several facets of leadership engagement in curriculum change and emphasize the importance of collaborative approaches, leadership behaviors, and continuous support for curriculum alterations to be successfully implemented in educational contexts.

Managing curriculum changes in lower secondary schools is a complex process that necessitates careful planning, effective leadership, and a thorough understanding of

the educational landscape. According to Sahlberg (2021), curriculum change is not merely about updating content but involves a fundamental transformation in teaching practices, assessment methods, and educational philosophies. This perspective aligns with the argument presented by Govindasamy and Mestry (2022), who assert that successful curriculum change management necessitates a collaborative approach, where school leaders actively engage teachers in the decision-making process. This collaborative culture is essential for fostering buy-in from teachers, which is critical for the successful implementation of new curricula.

Furthermore, effective curriculum change management must consider the diverse needs of students and the broader educational context. Rogoz (2024) emphasizes that curriculum changes should be responsive to societal demands and the evolving labour market. This viewpoint is supported by Care, Kim, Vista, and Anderson (2018) who emphasizes the necessity of aligning curriculum development with the skills and competencies needed in the 21st century. By prioritizing these factors, school leaders can ensure that curriculum changes are not only relevant but also effective in preparing students for future challenges.

2.3 Empirical Review

2.3.1 Relation-Oriented Leadership and Management of Curriculum Changes

2.3.1.1 Interpersonal Relationships

Relation-oriented leadership is crucial in the managing curriculum changes in lower secondary schools, as it emphasizes the importance of interpersonal relationships among teachers. Effective leaders prioritize building strong connections with their team members, which enhances collaboration and fosters a positive school climate, focuses on cultivating strong interpersonal connections, empathy, and transparent

communication within organizations Nguyen *et al*. (2021), In curriculum change contexts, it is vital leaders secure stakeholder support, minimizing resistance, and fostering a collaborative atmosphere for teachers and learners. Studies indicate that leaders who emphasize relationship-building often develop more cohesive teams and navigate transitions more effectively which is essential for the successful implementation of curriculum changes (Leithwood *et al*., 2020; Nguyen *et al*., 2021). Educational leaders who prioritize cultivating trust and nurturing a collaborative culture among teachers establish supportive conditions necessary for adopting new curricular systems. Teachers who feel empowered and professionally supported by leadership demonstrate greater adaptability to organizational changes (Garcia & Weiss, 2022).

The purpose of Latsch's 2017 study, "A Correlation between Trust and Principal Leadership Behaviors in Rural Low Socio-Economical Schools," was to determine whether the effectiveness of curriculum management in secondary schools in low socioeconomic contexts was correlated with the leadership behaviors exhibited by school principals. A statistically significant positive connection was the main conclusion of this study. According to this finding, school principals tended to use an authoritarian leadership style, emphasizing the rigorous application of laws and regulations, especially those pertaining to student discipline. As a result, curriculum management in parish schools suffered as a result of the widespread use of this authoritarian management style. It highlighted the possible advantages of implementing a more adaptable and cooperative leadership style to improve curriculum administration and overall educational efficacy.

A qualitative investigation into curriculum management in Ghanaian high schools was conducted by Abubakar, Sighn, and Mohammed (2018). The results showed that the

implementation of change curriculum management required strong leadership behavior. Furthermore, the study was carried out in Ghanaian high schools, which is not the same as the educational setting in Uganda, where the suggested study is intended to be carried out. The study also only used one qualitative research methodology. Therefore, by using a mixed-methods research strategy in lower secondary schools, the proposed study in Uganda aims to fill these gaps. This method makes it possible to examine leadership behavior in curriculum management in greater detail while accounting for the particular circumstances and educational environment of the Karamoja Sub-region of Uganda.

Musaiwa's 2022 study examined the ways in which headteachers' leadership styles affect student discipline in Malawi's Mulanje District's public secondary schools. While the impact of transformational leadership was less evident because headteachers lacked the necessary skills to implement it, the main findings showed that both authoritarian and democratic leadership styles had conflicting effects on student discipline. The survey also found that headteachers confront a number of difficulties, such as little student participation in decision-making, poor communication, disrespect for school regulations, a lack of collaboration between students, teachers, and parents, and unfavorable peer pressure. Crucially, the study opened a conceptual gap in the literature by pointing to a connection between leadership behavior and styles and how this affect curriculum management. It looked on the connection between leadership conduct and curriculum change management in lower secondary schools in an effort to close this gap.

Similarly, Rundassa (2017) studied a few secondary schools in Addis Ababa City, Ethiopia, and looked at school leadership practices and problems. One significant conclusion of the study was that none of the secondary school administrators in the

chosen schools possessed the training and expertise needed for principalship and educational leadership. These head teachers and principals did not consult parents in the school's decision-making processes. This study's methodological and content flaws deviate from the intended focus of the investigation.

A study by Cansoy, Parlar, and Polatcan, (2022) highlights that principals who engage in relation-oriented behaviours, such as active listening and providing emotional support, significantly improve teacher engagement and commitment. This is particularly important during times of curriculum change, as teachers often face uncertainty and resistance. By fostering strong interpersonal relationships, leaders can help alleviate concerns and motivate teachers to embrace new curricular initiatives.

Moreover, balancing task-oriented and relation-oriented leadership behaviours is vital for effective school management. Research by Alzoraiki, Ahmad, Ateeq, and Milhem, (2024) suggest that both leadership styles contribute to school improvement, but the emphasis on relation-oriented behaviours is particularly beneficial in educational settings. Empathic and perceptive leaders may foster a collaborative atmosphere that inspires teachers to exchange best practices, which will ultimately improve student results.

Relation-oriented leadership is essential for effectively managing curriculum changes in lower secondary schools, as it fosters strong interpersonal relationships among teachers. According to research, leaders who place a high value on interpersonal connections foster a cooperative and encouraging atmosphere, which is essential for the effective implementation of curricula. For example, a 2019 study by Tusianah *et al*., discovered that administrators who practice relation-oriented behaviours like emotional support and active listening greatly increase teacher commitment and

engagement. Teachers may feel uneasy or opposed to new efforts during curriculum changes, so this is especially crucial.

In addition, Han, Yoon, Choi, and Hong (2021) conducted a meta-analysis that revealed relationship-oriented leadership fosters greater team cohesion and learning compared to task-oriented leadership. Their findings suggest that while both styles can achieve similar levels of perceived team effectiveness, relationship-oriented leadership leads to higher actual team productivity. This underscores the importance of developing strong interpersonal relationships among staff to enhance overall school performance.

The foundation of creating a supportive school culture that embraces curriculum changes is the interpersonal interactions between teachers and school administrators. According to Almazrouei *et al*., (2020), effective leadership hinges on the ability to build trusting relationships. Their research highlights that leaders who prioritize relational dynamics create an environment conducive to collaboration and open communication. This trust empowers teachers to voice concerns and share ideas, ultimately facilitating smoother transitions during curriculum changes (Menzies *et al*., 2021).

Relation-oriented leadership in education is centered on fostering strong interpersonal relationships to facilitate curriculum changes effectively. This leadership style emphasizes collaboration, trust, and open communication among teachers, students, and administrators. Studies suggest that a human-oriented curriculum approach is essential for modern educational changes, particularly in the context of globalization and individualization (Zheng, Chen, & Burgos, 2018). Leadership that prioritizes interpersonal relationships helps in readjusting teacher-student dynamics, developing

innovative teaching methods, and establishing a curriculum management system that focuses on both teacher and student needs. This approach contrasts with traditional leadership models that often emphasize rigid hierarchies and authoritative decision-making processes.

In the realm of physical education curriculum management, transformational leadership has been identified as a key factor in improving school-based curriculum changes. Transformational leadership encourages teachers and administrators to engage in critical reflection and practice-oriented approaches, which ultimately leads to better curriculum implementation (Lin, 2021). Furthermore, instructional leadership that integrates distributed, social justice, and relational leadership theories has been proposed as an effective framework for managing curriculum change (Nadeem, 2024).

Although these studies provide valuable insights into transformational and relation-oriented leadership, there is a lack of empirical research that examines how different educational contexts (urban vs. rural schools, public vs. private institutions) affect leadership effectiveness in curriculum change. Most studies generalize findings without considering the unique challenges faced by different types of schools (Shabalala *et al*., 2023).

Interpersonal relationships play a crucial role in curriculum leadership, affecting both teacher collaboration and student engagement. Research indicates that leadership approaches that prioritize trust-building, emotional intelligence, and collaborative decision-making significantly enhance school management and educational outcomes (Lis *et al*., 2015). The ability of school leaders to inspire and support faculty through

empathetic behaviors, effective communication, and respect fosters a more positive organizational culture.

One study examined the impact of leadership styles on workplace stress and found that relation-oriented leadership was associated with lower stress levels among educational administrators, while task-oriented leadership correlated with higher levels of stress (Svensson, Stubbs, and Larsson, 2018). Additionally, findings show that emotional intelligence and interpersonal emotion management among supervisors positively influence adaptive job performance and trust in leadership, highlighting the necessity for school leaders to develop strong interpersonal skills (Adams & Webster, 2021).

Most literature focuses on principals and senior administrators, neglecting the role of middle managers (such as department heads and curriculum coordinators) in fostering interpersonal relationships during curriculum change. Studies tend to overlook how middle leaders act as intermediaries between top management and teaching staff, playing a crucial role in bridging policy and practice (Grootenboer, 2018). More research is needed to explore how middle management facilitates effective leadership communication in curriculum implementation.

With the increasing integration of digital learning environments, there is limited research on how relation-oriented leadership is adapted in virtual spaces. The shift towards blended learning raises questions about how digital platforms impact leader-teacher-student relationships, trust-building, and collaboration. Future studies should explore how digital leadership fosters interpersonal relationships and effective curriculum management in online education settings.

Gender differences in leadership styles have been widely discussed, with research suggesting that female leaders tend to engage in more interpersonal leadership strategies and build greater trust among subordinates (Adams & Webster, 2021). However, much of the existing literature focuses on leadership in general organizational settings rather than specifically in the context of curriculum leadership and educational changes.

There is insufficient research on whether gender-based leadership differences impact the success of curriculum changes. While some studies suggest women excel in relation-oriented leadership, few analyze whether this translates into more effective curriculum changes, particularly in different cultural and institutional contexts (Adams & Webster, 2021). Future research should focus on how gender influences leadership effectiveness in managing curriculum changes and whether certain strategies work better for men or women in different educational settings.

Additionally, studies have shown that strong interpersonal relationships correlate with lower levels of teacher burnout and higher job satisfaction. For instance, Chan and Tan (2022) found that schools in which leaders actively foster interpersonal connections reported higher morale among staff. Such supportive relationships encourage a sense of belonging and community, making teachers more receptive to curriculum innovations. The research suggests that leaders should engage in active listening, provide constructive feedback, and recognize individual contributions to maintain positive relationships (Harris & Jones, 2023).

Further reinforcing this notion, Maxwell and Martindale (2021) argue that the quality of interpersonal relationships significantly affects teachers' motivation to engage with curriculum changes. When teachers see that their leaders understand and support

them, they are more willing to adopt new teaching strategies and modify their methods accordingly.

2.3.1.2 Empathy

A key element of relation-oriented leadership is empathy, which allows leaders to establish a closer connection with their team members. Leaders who exhibit empathy foster resilience and adaptability in their teams, which becomes indispensable when navigating periods of uncertainty or transformation (Healey & Hodgkinson, 2020). In educational environments where change may encounter resistance, empathetic leaders actively listen to their colleagues, recognize their difficulties, and offer assistance.

Empathetic leadership has been demonstrated to improve teacher morale and work satisfaction, both of which are essential for the successful implementation of curriculum modifications, according to a study by Gül and Örs Özdil (2023). Research shows that leaders who demonstrate empathy can decrease pushback against transitions by acknowledging and supporting teachers' emotional and mental well-being (Smith & Riley, 2020).

"Principals' Leadership Styles and Students' Academic Performance in Enugu Metropolis: A Comparative Survey of Public and Mission Secondary Schools" was the subject of a different study conducted by Igwe and Chidi (2017). The results of this investigation demonstrated a clear correlation between students' academic achievement and the adoption of an authoritarian leadership style by school principals. As a result, the study went against the original goal of the study by suggesting that using an authoritarian leadership style would enhance students' academic performance. The study's methodological and contextual flaws alienate the suggested investigation.

Empathy is widely regarded as a fundamental characteristic of effective educational leaders, particularly in managing curriculum transitions. Leaders who exhibit empathy create psychologically safe environments where teachers feel heard and supported, reducing resistance to change (Gilliam 2024). Similarly, Theoharis (2024) argues that empathetic instructional leadership encourages teachers to take ownership of curriculum changes, making them more likely to implement changes effectively.

However, some scholars caution against over-reliance on empathy in leadership, particularly in high-stakes decision-making environments. While Grice (2019) emphasize trust-building through empathy, Shabalala *et al*. (2023) highlight the risk of empathy-driven leadership delaying difficult but necessary curriculum decisions (Shabalala *et al*., 2023). Furthermore, there is limited empirical research that directly measures how empathy influences the success of curriculum changes across different school contexts. Most studies focus on theoretical discussions rather than providing data-driven insights into curriculum effectiveness in empathetic leadership environments.

A growing body of research suggests that empathy-driven leadership directly impacts teacher well-being and reduces resistance to curriculum changes. Empathetic leaders foster a collaborative school culture, where teachers feel valued and supported during transitions (Beatty & Campbell-Evans 2020). Emotional intelligence plays a crucial role in this dynamic, as leaders with high emotional intelligence can recognize teachers' concerns and tailor their leadership strategies accordingly (Adams & Webster, 2021).

On the other hand, some studies suggest that too much emphasis on empathy may lead to leniency in enforcing curriculum policies. Research by Sander (2022) indicates

that some school leaders, in their attempt to be empathetic, avoid addressing underperformance or resistance among teachers, which can ultimately hinder curriculum progress. This presents a paradox where empathy must be strategically applied to both support teachers and maintain accountability in curriculum implementation. However, there is little research on how school leaders can balance empathy with assertiveness in enforcing curriculum changes, especially in underperforming schools where stricter policies may be necessary.

Empathy is also central to student-centered curriculum changes, as it enables leaders to design policies that account for diverse student needs. Research by Miller (2024) highlights that empathetic curriculum leadership improves student engagement and learning outcomes, as teachers are more likely to adopt inclusive teaching methods. Similarly, Sukhera, and Poleksic (2021) argue that empathy is especially critical in blended learning environments, where students require additional support and adaptation to digital instruction.

However, implementing empathy-driven curriculum changes at a systemic level presents challenges. While research supports individualized learning approaches, Shabalala *et al.,* (2023) caution that system-wide empathy-based policies can be difficult to standardize, leading to inconsistencies in curriculum delivery. Additionally, there is a lack of research on how empathetic leadership influences curriculum design in multicultural or multilingual educational settings, where diverse student needs must be balanced with standardized curriculum requirements.

With the increasing shift toward digital learning environments, empathy plays a crucial role in maintaining effective teacher-student relationships and curriculum adaptation. Research suggests that empathetic leadership in online education settings

improves student engagement and reduces feelings of isolation (Kianinezhad, 2023). However, many educational leaders lack the training or strategies needed to demonstrate empathy effectively in virtual environments.

Despite the importance of digital empathy, there is limited research on how school leaders can translate in-person relational skills into digital platforms. Most existing studies focus on general leadership effectiveness rather than specific emotional strategies that foster engagement and well-being in remote learning (Matos & Kasztelnik 2021). Future research should explore how digital leadership training can integrate empathy-based strategies to improve virtual curriculum management.

The promotion of democratic citizenship education in Malawian secondary schools was examined in Namphande, Clark, Farren, and McCully's (2017) study, with an emphasis on striking a balance between adult authority and student involvement. The results of the study revealed a significant discrepancy. The conventional responsibilities that are traditionally associated with educational institutions and democratic values clashed despite the promotion of student involvement in school activities. This conflict led to the emergence of new, hybrid school cultures. A crucial implication of these hybrid cultures was that students faced difficulties in actively participating in decision-making processes. The clash between democratic ideals and established school traditions hindered students from fully embracing their citizenship roles within the school environment. Contextually and content-wise wise there exists a gap between this study and leadership behavior in management of curriculum changes in lower secondary schools.

The primary focus of all the aforementioned studies is on students and school administration. The primary emphasis of the investigations was institutional

dynamics. The opinions and experiences of head teachers in relation to their roles in managing and making decisions about curricular modifications in the lower secondary curriculum are not thoroughly examined.

Additionally, psychological safety at work is facilitated by empathy. Teachers are more inclined to take chances, exchange ideas, and participate in productive dialogues when they feel appreciated. This psychologically safe environment is crucial for developing a culture of adaptation and ongoing development, especially when the curriculum is changing. Stronge (2021) points out that in order to foster creative curriculum solutions, effective leaders must establish a space where teachers feel free to voice their worries and recommendations.

Research shows that leaders who demonstrate empathy have a major impact on team dynamics, which further supports the relevance of empathy in leadership. For example, empathic leadership encourages teacher collaboration and communication, both of which are critical for the successful implementation of curricula, according to a study by Li *et al*. (2017). Leaders may build a more engaged and cohesive team and improve educational achievements by being aware of their employees' emotional needs.

Empathy is another critical element of relation-oriented leadership, particularly in the context of managing curriculum changes. Empathetic leadership fosters a culture in which teachers feel valued and understood, thereby enhancing their commitment to new initiatives. According to McGuire and West, (2020), leaders who exhibit empathy can more effectively address the concerns and anxieties of teachers regarding curriculum changes, reducing resistance and increasing willingness to adopt new practices.

Research by Tran and Khoury, (2021) further emphasizes the importance of empathy in facilitating professional development. Leaders who demonstrate an understanding of the challenges teachers face are more likely to create tailored support mechanisms, thereby enhancing the effectiveness of training sessions related to curriculum changes. This empathetic approach ensures that professional development aligns with the specific needs of teachers, resulting in more meaningful engagement, (Dixon *et al*., 2023).

Additionally, empathy contributes to the development of a welcoming and inclusive school environment. Santangelo *et al*. (2022) found that by aggressively seeking input from a variety of stakeholders, including as teachers, parents, and students, compassionate leaders may cultivate a shared vision for curriculum adjustments. In addition to giving teachers more authority, this inclusive approach promotes a culture of cooperation that helps new curricula be implemented successfully.

In conclusion, relation-oriented leadership that emphasizes interpersonal relationships and empathy is critical for managing curriculum changes in lower secondary schools. Strong interpersonal relationships foster trust and collaboration, making teachers more receptive to changes, while empathetic leadership addresses the emotional needs of teachers, promoting a supportive atmosphere. As research from 2019 onward demonstrates, leaders who skillfully navigate these relational dynamics can significantly influence the success of curriculum innovations, ultimately enhancing educational outcomes.

2.3.2 Task-Oriented Leadership and Management of Curriculum Changes

2.3.2.1 Task Focus

Task-focused leadership is crucial in managing curriculum changes effectively in lower secondary schools. Leaders who prioritize task-orientation ensure that curriculum changes are implemented efficiently and effectively. According to Govindasamy and Mestry (2022), task-focused principals provide clear direction, set specific goals, and monitor progress to ensure that curriculum changes are carried out as intended. This method is especially crucial during the implementation stage, when administrators need to make sure that teachers have the tools, assistance, and direction they need to successfully adopt the new curriculum.

Moreover, research by Tusianah *et al*. (2019) suggests that task-focused leadership can enhance teacher performance and commitment to curriculum changes. When principals set high expectations, provide constructive feedback, and hold teachers accountable for their performance, teachers are more likely to invest effort in implementing curriculum changes effectively. This conclusion is corroborated by Gül and Örs Özdil (2023), who contend that effective curriculum management requires a balance between task-oriented and relation-oriented leadership behaviours.

Task-oriented leadership is characterized by strict goal-setting, structured processes, and a strong focus on measurable outcomes. Research suggests that this leadership style is essential for maintaining curriculum consistency, enforcing academic standards, and ensuring accountability (Henkel, Marion, & Bourdeau, 2019). Leaders who adopt task-oriented strategies prioritize efficiency and performance-based evaluations, often implementing policy-driven mandates that require strict compliance from teachers (Ramzan & Khurram, 2023).

However, rigid adherence to task-focused leadership may lead to decreased adaptability in responding to dynamic educational challenges. Mikkelsen, and Olsen, (2019) found that while task-oriented leadership improves efficiency, it can also reduce employee engagement, particularly in environments that require flexibility and innovation. Similarly, Doyle (2019) argue that leaders who are strictly task-driven risk creating rigid, hierarchical environments that stifle teacher creativity and autonomy. This presents a major gap in the literature, as there is limited empirical research on how task-oriented leadership can be adjusted to allow for both structure and flexibility in curriculum management.

Task-oriented leadership has been found to be effective in improving curriculum structure, enforcing academic standards, and meeting deadlines. A study by Hua (2020) in Vietnamese small and medium-sized enterprises found that task-oriented leadership positively influences organizational commitment but has minimal impact on teacher job satisfaction. Similarly, Wu, Li, and Dan (2018) observed that employees working under task-driven leaders experienced higher levels of performance but also increased stress and burnout.

Although task-oriented leadership enhances efficiency, it may not be sufficient for maintaining long-term teacher engagement and satisfaction. Studies by Henkel, Marion, and Bourdeau (2019) suggest that strict task-driven environments lead to short-term performance gains but can create long-term challenges in sustaining a motivated workforce. This raises a critical gap in leadership research, as there is little exploration of how educational leaders can integrate task-oriented approaches with relational leadership strategies to balance efficiency with teacher well-being.

While task-oriented leadership is beneficial for structured curriculum implementation, it faces several limitations in dynamic educational settings. One key challenge is its limited adaptability to evolving curriculum demands, as leaders who emphasize strict adherence to tasks may struggle to accommodate teacher autonomy, student diversity, and pedagogical innovation (Cardno, 2013). Additionally, Briker and Walter (2018) argue that leaders with a past-oriented mindset who rigidly follow established procedures often exhibit lower adaptability in changing environments.

Another major concern is the lack of empirical research on how task-oriented leadership can foster creativity in curriculum design. While some studies highlight the benefits of task-driven approaches in enforcing curriculum policies, few explore how leaders can modify this style to encourage teacher-led innovation and student-centered learning. This gap in the literature suggests a need for research on hybrid leadership models that integrate both task focus and instructional flexibility (Torres & Gilzene, 2019).

With the increasing integration of digital education, task-oriented leadership has been highlighted for its ability to enforce structure and maintain curriculum consistency in online learning environments (Ma, Zhao & Wu 2023). However, researchers argue that strictly task-driven approaches may not be well-suited for virtual learning, where teacher-student engagement and adaptability are crucial (Briker & Walter, 2018). Despite its growing relevance, there is limited empirical research on how task-oriented leadership should be adapted for digital learning environments. Current studies focus primarily on in-person curriculum leadership, leaving a gap in understanding how digital task-oriented leadership influences online student outcomes and teacher effectiveness (Ramzan & Khurram, 2023).

When it comes to leadership behaviour in managing curriculum changes, task focus is essential to achieving the objectives of curriculum changes. Leadership that emphasizes task orientation is often associated with efficient implementation of curriculum changes. According to Bush and Glover (2020), task-focused leaders prioritize the achievement of specific objectives, such as aligning teaching practices with new curricular standards and ensuring timely delivery of educational materials. This approach tends to promote discipline and accountability within the school environment.

However, Day *et al*. (2019) argue that while task-focused leadership can be effective in driving results, it can sometimes lead to a lack of flexibility, which is crucial in adapting to the nuances of curriculum changes. They suggest that focusing solely on tasks may overlook the importance of staff motivation and engagement, which are critical for the successful adoption of changes. Therefore, effective leadership in curriculum management requires balancing task focus with people-centred approaches to foster collaboration and innovation.

In lower secondary schools, leadership behavior especially task focus is essential for handling curriculum changes. Task-oriented leadership ensures that curriculum changes are implemented effectively and efficiently by concentrating on the accomplishment of particular objectives and responsibilities. Task-focused leadership, which prioritizes precise goals, deadlines, and responsibility, is crucial for managing curricular transitions, claim Robinson, Lloyd, and Rowe (2019). This strategy guarantees that the objectives of the curriculum modification are shared by all parties involved, including teachers and administrative personnel. However, focusing disproportionately on procedural objectives can risk sidelining the emotional and social dimensions of organizational change, which may fuel frustration or reluctance

among teachers (Jackson *et al*. 2023), this resonates well with detractors like Bush and Glover (2020) who contend that a strict task emphasis can occasionally inhibit teacher autonomy and creativity, both of which are essential for the success of educational innovations.

While task-oriented leadership ensures efficiency, it may risk neglecting the individual needs of teachers and students, leading to lower engagement with the new curriculum. However, Hallinger and Hammad, (2021) suggest a balanced approach, combining task orientation with relational leadership to meet both organizational and individual needs. This argument implies that task focus should be flexible enough to adapt to the complexities of curriculum change, promoting both adherence to objectives and teacher innovation.

Task-focused leadership is essential in managing curriculum changes within lower secondary schools, as it emphasizes the importance of clear objectives, accountability, and structured implementation processes. Effective leaders prioritize task orientation to ensure that curriculum changes are executed efficiently. According to Govindasamy and Mestry (2022), principals who adopt a task-focused approach provide clear direction and set specific goals, which are critical for guiding teachers through the complexities of curriculum change. This focus on tasks helps in establishing measurable outcomes, thereby enhancing accountability among staff.

Furthermore, research by Stronge (2021) indicates that task-oriented leadership significantly affects teacher performance and commitment to curriculum revisions. When principals maintain high standards and provide constructive criticism, teachers are more likely to actively participate in the implementation of new curriculum. This assertion is supported by the research of Gül and Örs Özdil (2023), who argue that

fostering an environment conducive to effective curriculum management necessitates striking a balance between task-oriented and relation-oriented leadership behaviors. By ensuring that tasks are clear and consistent with the school's instructional objectives, leaders can enhance teacher motivation and student learning outcomes.

According to the literature, task-focused leadership is especially successful when curriculum changes are being implemented. Successful curriculum management, according to research emphasizes that sustainable organizational change hinges on aligning objectives with practical tools and psychological support for participants (Patel & Carter, 2023). This approach is consistent with the findings of Tusianah *et al*. (2019), who emphasize that successful curriculum modifications require active assessment of progress and technique modification by competent leaders.

Task-oriented leadership behaviors are essential for ensuring that curricular changes in lower secondary schools are managed successfully. Setting specific goals, outlining responsibilities, and making sure that staff members and teachers support the larger aims of curricular change are all top priorities for task-oriented leaders. Yukl (2019) defines task-oriented leadership as providing structured guidance, defining expectations, and emphasizing productivity growth. These behaviors are especially crucial when curriculum changes are occurring, as successful implementation frequently depends on careful planning and responsibility distribution.

Task-focused leadership involves meticulous planning, delegation, and monitoring to achieve desired outcomes. This approach to leadership emphasizes maintaining productivity and driving performance, particularly in times of change. Northouse, (2021) argues that task-oriented leaders are more effective in managing curriculum changes because they ensure that teachers follow the necessary steps to adapt their

instructional practices to align with the new curriculum. By concentrating on specific tasks, such as training, curriculum development, and monitoring of progress, leaders minimize ambiguities that could hinder the change process. However, while task-oriented behaviours are effective in ensuring that objectives are met, some critics argue that an overemphasis on tasks can lead to a neglect of the emotional and motivational needs of teachers, which are crucial during periods of significant change (Leithwood & Harris, 2020).

Task-oriented leadership also involves setting performance standards and consistently evaluating outcomes to ensure that curriculum changes lead to the desired improvements in teaching and learning. Bush and Glover, (2020) highlight that leaders who focus on tasks are adept at holding their teams accountable for meeting benchmarks, which is vital for the successful implementation of curriculum changes. In the context of lower secondary schools, this might involve monitoring lesson plans, overseeing the development of new instructional materials, and ensuring that assessments align with the revised curriculum. However, Day and Sammons, (2019) caution that while task orientation improves short-term compliance and productivity, it may limit creativity and innovation among teachers, which are essential for long-term success in curriculum change.

Furthermore, studies suggest that task-focused leadership can sometimes create a hierarchical, top-down approach to curriculum management, which may stifle collaboration and teacher involvement. Avolio and Yammarino, (2019) argue that while task-oriented leadership provides clarity and structure, it must be balanced with elements of participative leadership to ensure that teachers feel ownership of the curriculum changes. A structured task-driven leadership approach facilitates the methodical execution of curriculum changes, ensuring alignment with regulatory

standards. Effective leaders prioritize operational clarity by establishing explicit expectations, defining quantifiable benchmarks, and systematically tracking outcomes. Empirical evidence indicates that institutions employing such goal-focused leadership frameworks often achieve higher fidelity in curricular implementation (Anderson & Brown, 2019). If task-oriented leadership becomes too rigid, it can lead to a sense of disempowerment among teachers, reducing their engagement and willingness to innovate during the curriculum reform process.

2.3.2.2 Planning and Organization

Effective planning and organization are critical components of task-focused leadership in curriculum change management. Successful curriculum reform hinges on strategic coordination and systematic organization. Task-focused leaders drive structured implementation processes, often employing a phased rollout of new curricula alongside equitable resource distribution and collaborative engagement of stakeholders (Anderson & Brown, 2019).

Principals who engage in thorough planning and organization are better equipped to anticipate and mitigate potential challenges associated with curriculum changes. Govindasamy and Mestry, (2022) emphasize the importance of developing a comprehensive implementation plan that outlines specific strategies, timelines, and resources necessary for successful curriculum change. Research indicates that systematically designed frameworks for curriculum planning reduce transitional disruptions and strengthen the long-term viability of reform initiatives (Miller & Reeves, 2022).

Furthermore, task-focused leaders prioritize curricular adjustments that match school development objectives and priorities, according to research by Stronge (2021).

Successful curriculum reform hinges on strategic coordination and systematic organization. Task-focused leaders drive structured implementation processes, often employing a phased rollout of new curricula alongside equitable resource distribution and collaborative engagement of stakeholders (Anderson & Brown, 2019). Leaders may instill a sense of purpose and urgency in staff members, which is crucial for successful implementation, by making sure that curriculum improvements are consistent with the school's overarching vision and goals. Tusianah *et al*. (2019) concur with this conclusion, contending that task-focused leadership entails the thoughtful distribution of resources and the development of an encouraging organizational framework to enable curriculum modifications.

Task-focused leadership is a critical aspect of managing curriculum changes in lower secondary schools. By prioritizing task orientation, planning, and organization, leaders can create an environment that is conducive to successful curriculum implementation. The literature consistently highlights the importance of balancing task-oriented and relation-oriented behaviours to enhance teacher performance, commitment, and overall school effectiveness in the context of curriculum changes.

Task-oriented leadership is effective in ensuring clear organizational structures that streamline curriculum management. Research indicates that leaders who establish hierarchical planning and well-defined responsibilities improve coordination among teachers, reducing ambiguities in curriculum implementation (HAB, 2024). This aligns with findings by Bahadur *et al*. (2017), which highlight that task-driven school leaders who implement structured planning processes achieve greater curriculum alignment with national education policies.

However, rigid organizational structures may reduce opportunities for teacher participation in curriculum decision-making. Research in higher education institutions suggests that participatory leadership, rather than strict task-oriented approaches, leads to more sustainable curriculum change (Macfarlane, Bolden & Watermeyer 2024). This highlights a gap in the literature regarding how task-oriented leadership can incorporate participatory elements without compromising efficiency. Future research should explore hybrid leadership models that blend structured organization with teacher collaboration to enhance curriculum adaptability.

While task-oriented leadership improves accountability and structure, it faces significant limitations in dynamic educational environments. One key challenge is the lack of flexibility in responding to emerging educational needs, as task-driven leaders prioritize predefined goals over real-time innovation (Ash & Rahn 2020). Additionally, task-oriented planning often focuses on short-term efficiency rather than long-term curriculum evolution, which can result in rigid policies that become outdated in rapidly changing educational landscapes (Cress, Collier, & Reitenauer 2023).

Another challenge is the potential for task-oriented leadership to limit teacher autonomy in curriculum implementation. Studies indicate that teachers who feel excluded from planning processes may resist curriculum changes, undermining the effectiveness of reform efforts (Gouëdard, Pont, Hyttinen & Huang 2020). This suggests a gap in understanding how task-oriented leadership can balance top-down planning with inclusive decision-making to improve teacher engagement in curriculum execution.

The rise of digital education has challenged traditional task-oriented planning models, requiring leaders to adapt structured organizational strategies to online learning environments. Research highlights that task-driven planning is essential for digital curriculum implementation, ensuring that online programs maintain structure, clarity, and standardized outcomes (Porubän, Nosál, Sulír, & Chodarev 2024). However, Kexin, and Buang (2024) argue that online curriculum planning requires greater adaptability than traditional educational settings, making rigid task-oriented approaches less effective.

Despite the increasing relevance of digital education, there is limited empirical research on how task-oriented leadership should be modified for online curriculum planning. Most studies focus on general curriculum management, leaving a gap in understanding how structured leadership can integrate technological advancements and adaptive planning methods (Pak, Polikoff, Desimone & Saldívar 2020). Future research should examine how digital curriculum leaders can incorporate task-driven planning while allowing for innovation and responsiveness to evolving online learning needs.

Effective leadership behaviour in the management of curriculum changes in lower secondary schools emphasizes a strong task focus and effective planning and organization. Research highlights that leaders must actively monitor curriculum development to maintain academic standards. For instance, studies in Hong Kong indicate that while principals may not directly engage in every aspect of curriculum monitoring, it is often vice-principals and senior teachers who carry this essential responsibility, thereby ensuring that schools remain focused on educational outcomes (Lee *et al*., 2019). In Taiwan, a similar study finds that vocational high school principals adopt multiple roles, including advocates and coordinators, which are vital

for shaping the school's curriculum vision and facilitating innovations (Hsiao *et al*., 2019). This illustrates the broader argument that effective curriculum management relies not just on directive leadership from principals but also on the collaborative efforts of the entire school staff, ensuring that curriculum changes align with educational goals.

In terms of planning and organization, the role of leadership is crucial. For example, school leaders in Germany prioritize instructional tasks over administrative duties, fostering an environment where collaborative school improvement initiatives thrive (Huber *et al*., 2019). Subject leaders further contribute by managing curriculum changes in their areas, building professional networks, and collaborating with parents and communities to enhance student learning outcomes (Busher *et al*., 2019). This multifaceted approach underscores the necessity for school leaders to engage in comprehensive planning that aligns with the overall school vision and objectives while effectively managing resources to support curriculum enhancements.

Effective leadership in planning and organization must extend beyond mere task management to adopt a strategic approach that anticipates the challenges associated with curriculum changes. Leithwood, Harris, and Hopkins (2020) assert that effective planning is essential for not only implementing curriculum changes but also ensuring their sustainability over time. They emphasize the significance of data-driven decision-making and structured timelines to facilitate smooth transitions during changes. However, Bolden *et al*. (2021) argue that an excessive focus on rigid planning can hinder creativity and innovation among teachers, who are the primary implementers of the curriculum. These authors advocate for more flexible planning models that allow for adjustments based on real-time feedback from teachers and students. This approach ensures that the curriculum remains responsive to learners'

needs rather than being imposed from above. Thus, while planning and organization are vital for leadership in curriculum change, it is equally important to incorporate flexibility and adaptability to meet the dynamic nature of educational environments.

Effective planning and organization are fundamental leadership behaviours in managing curriculum changes in lower secondary schools. The success of curriculum changes largely depends on how well school leaders plan, allocate resources, and monitor the process. According to Leithwood and Azah (2019), comprehensive planning involves setting clear goals, creating detailed implementation timelines, and involving key stakeholders in the decision-making process. This level of organization is critical in reducing uncertainty and resistance to change among teachers.

Conversely, Spillane and Coldren (2020) argue that overly centralized planning may fail to account for the local contexts of individual schools, which can impede the effective adoption of curriculum changes. Planning that is too rigid can lead to disconnects between policy and practice, as teachers may feel their specific challenges are not addressed. Supporting this, Day and Sammons (2021) advocate for a more adaptive approach, where school leaders develop flexible plans that can be adjusted based on feedback from teachers and students. This view highlights the importance of dynamic leadership that combines structured planning with ongoing reflection and responsiveness, ensuring that curriculum changes are both well-organized and contextually relevant.

Kerzner, (2019) provides a comprehensive definition of the aims and advantages associated with engagement in planning processes. Kerzner says that the benefits encompass making decision-making processes more transparent, enhancing mutual understanding among stakeholders and management, taking into account a wide array

of ideas, concerns, and practical knowledge, bolstering the knowledge foundation, and positively influencing planning procedures by fostering greater acceptability. This perspective finds resonance in Pathak, (2017) viewpoint, which underscores that stakeholders' engagement can enhance the quality of planning outcomes by introducing fresh perspectives and knowledge, broadening the spectrum of available options, critically evaluating evidence and positions, and effectively addressing uncertainty and conflicts. Effective planning and organization are fundamental leadership behaviors in managing curriculum changes in lower secondary schools. The success of curriculum changes largely depends on how well school leaders plan, allocate resources, and monitor the process.

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In conclusion, successful curriculum changes in lower secondary schools are largely contingent upon effective leadership behaviors characterized by a focused approach to task management and strategic planning and organization. Leaders who prioritize monitoring and innovation while facilitating collaborative environments among staff can significantly influence academic outcomes and promote continuous improvement.

2.3.3 Change-Oriented Leadership and Management of Curriculum Changes

2.3.3.1 Adaptability

Change-oriented leadership is critical in fostering adaptability and innovation during curriculum transitions, empowering institutions to proactively address evolving pedagogical and technological demands (Harris & Jones, 2022; Nguyen). Adaptability and change-oriented leadership behaviours are essential for handling curriculum changes in lower secondary schools. Leaders focused on driving change cultivate environments that prioritize innovative trials, strategic risk acceptance, and continuously refinement of practices to sustain organizational growth (Hernandez *et al*., 2021. Successful leaders must be able to modify their strategies in response to the particular requirements and difficulties posed by curriculum revisions. Principals who demonstrate flexible leadership are better able to lead their schools through the challenges of curricular reform, claim Govindasamy and Mestry (2022). These leaders foster a climate that is favourable to successful implementation by continuing to be adaptable and sensitive to the changing requirements of teachers and learners.

Furthermore, research by Gül and Örs Özdil (2023) suggests that contemporary leadership behaviours, which include adaptability, significantly impact school organizational effectiveness. Principals who are willing to modify their practices based on feedback and changing circumstances are more likely to foster a positive

organizational climate that supports curriculum changes. This finding aligns with the argument presented by Stronge (2021), who emphasizes that effective leaders must be able to adapt their communication styles and support strategies to meet the diverse needs of their staff.

Adaptability is a crucial component of change-oriented leadership, especially in the context of curriculum changes in lower secondary schools. In curriculum management, adaptable leaders proactively identify potential obstacles, modify pedagogical approaches dynamically, and resolve systemic issues in alignment with real-time feedback. Empirical evidence underscores that this adaptability not only strengthens educator resilience but also streamlines institutional capacity to navigate curricular shifts (Smith & Rivera, 2023). Change-oriented leaders must demonstrate flexibility in responding to evolving educational policies, teacher needs, and student outcomes.

According to Fullan and Quinn (2019), adaptability in leadership allows for the smooth management of curriculum changes by enabling school leaders to tailor strategies to specific school contexts. Leaders who are adaptable are more likely to foster collaboration and maintain morale among staff, ensuring that changes are effectively implemented. However, critics such as Harris and Jones (2020) argue that excessive adaptability can lead to inconsistency, confusing teachers and students alike. Leaders who continuously change their approaches without clear guidelines risk creating an environment of uncertainty, which may undermine the stability needed for long-term curriculum success.

On the other hand, Heifetz and Linsky (2020) counter that adaptability is a critical leadership quality, especially in turbulent times, allowing leaders to respond

proactively to unforeseen challenges. This suggests that change-oriented leadership must strike a balance between adaptability and the need for consistency, where flexibility does not come at the cost of clarity in curriculum implementation.

Adaptability is a core characteristic of change-oriented leadership, particularly in the management of curriculum changes. As educational environments become increasingly dynamic, leaders must be able to adjust policies, instructional methods, and management strategies to align with evolving student needs, technological advancements, and policy changes. Research indicates that leaders who exhibit adaptability foster a culture of innovation and responsiveness, ensuring that curriculum transitions are smooth and effective (Bujor & Bichel, 2024). However, despite its recognized importance, there remains a gap in understanding how adaptability can be systematically developed among educational leaders, particularly in diverse institutional settings.

Change-oriented leadership requires adaptability to successfully implement curriculum changes, as leaders must respond to shifting educational policies, emerging pedagogical trends, and stakeholder expectations. Research suggests that leaders who proactively embrace change enhance organizational resilience and teacher engagement (Mujib, Wardhani, & Kurniawan, 2023). Similarly, Ivanova, (2023) argues that adaptability in leadership is defined by courage and curiosity, as leaders who seek new opportunities and embrace uncertainty are more effective in managing curriculum transitions.

Despite these findings, there is a lack of empirical research on the specific competencies required for adaptability in curriculum leadership. While existing literature highlights the benefits of proactive change-oriented leadership, few studies

examine how adaptability skills can be systematically developed through leadership training and professional development programs. Future research should explore methods for enhancing adaptability among school administrators and faculty leaders, ensuring they are equipped to navigate complex curriculum changes effectively.

Adaptability in leadership is not solely an innate quality but can be developed through targeted training programs and professional development initiatives. Muluneh (2017) opines that research on change-oriented training highlights its role in enhancing leaders' ability to interpret, anticipate, and respond to curriculum changes. However, Muluneh's (2017) study found that while training programs are intended to improve adaptability, many fail to achieve this goal due to poor implementation, a lack of differentiation based on leadership roles, and inadequate alignment with real-world curriculum challenges.

Tang (2019) further emphasizes that successful change-oriented leadership requires leaders to not only be trained in adaptability but also empowered to delegate responsibilities and foster collaborative decision-making among teachers. However, current leadership development programs often focus on traditional administrative skills rather than adaptive leadership strategies tailored for curriculum innovation. This highlights a critical gap in the literature, as there is insufficient research on how training models should be redesigned to enhance adaptability in educational leadership. Future studies should investigate which training methodologies are most effective in equipping leaders with the flexibility to manage ongoing curriculum changes.

Resistance to change is a common challenge in curriculum management, and adaptability in leadership is key to mitigating this resistance. Research suggests that

leaders who are flexible in their approach and willing to modify implementation strategies based on stakeholder feedback experience higher success rates in curriculum transitions (Bujor & Bichel, 2024). Similarly, Indriastuti and Fachrunnisa (2019) found that change-oriented leadership, employee adaptability, and organizational values all contribute to fostering commitment to curriculum changes.

However, there is limited research on how adaptable leadership can be effectively scaled across different educational settings. While studies emphasize individual leadership traits and organizational culture, they do not provide clear frameworks for institutionalizing adaptability in leadership practices. Future research should examine how educational policies, institutional structures, and professional development initiatives can collectively support the cultivation of adaptive leadership competencies.

The increasing integration of digital tools and online learning environments requires educational leaders to demonstrate adaptability in managing curriculum changes in technologically evolving landscapes. Research highlights that digital transformation in education demands leaders who can integrate innovative instructional methods while maintaining curricular integrity (Tanio & Wibawanta, 2024). Additionally, Cohen *et al.*, (2025) argue that leaders must use information management systems to facilitate curriculum adaptation while balancing standardized expectations and personalized learning needs.

Numerous educational disciplines including curriculum studies, education policy, and science education, have conducted extensive research on teachers' use of curricula (Roth *et al*., 2018). Teachers play a crucial role in managing and implementing curriculum change, as demonstrated by Arif, Asghar, and Mukhtar's (2020) study,

which looked at "The interactive effect of school principals' leadership styles and teacher characteristics on curriculum implementation in public secondary schools in Punjab." They underlined that it is the duty of teachers to implement the curriculum in actual classrooms.

Previous research has consistently highlighted a striking contrast between the intended goals of the curriculum and how teachers put them into practice. This disparity reflects the difference between the intended curriculum design, which provides teachers with a framework for organizing and delivering instruction using specified learning materials, and the practical actions of teachers in the classroom setting. This study seeks to examine how the unique characteristics and characteristics of teachers influence the tangible management of curriculum change in educational practice.

At the school level, teachers are bestowed with the authority to make decisions concerning both administrative and instructional matters. These decisions encompass the cultivation of a conducive school culture and atmosphere (Zahed-Babelan, Koulaei, Moeinikia, & Sharif, 2019). Teachers also play an integral role in formulating a shared vision, establishing objectives for curriculum advancement, and allocating educational resources (Sachs *et al*., 2019). Furthermore, they are actively engaged in offering instructional recommendations.

Notably, scholarly research has underscored that when teachers actively participate in managing curriculum transformation, it not only fortifies the security and stability of the school but also fosters a democratic, open, and collaborative educational environment. This, in turn, catalyzes overall school progress (Hajisoteriou, Karousiou, & Angelides, 2018). However, it is imperative to acknowledge that in real-world

scenarios, teachers often encounter obstacles in assuming a central role in curriculum change management due to the inflexible organizational structure and non-democratic educational systems (Day, Sammons, & Gorgen, 2020).

At the classroom level, teachers tasked with curriculum change management bear the responsibility of establishing curriculum objectives and orchestrating the allocation of educational resources to ensure alignment with curriculum benchmarks (Okilwa & Barnett, 2017). Moreover, they are dedicated to spearheading classroom initiatives, encompassing problem-solving in the realm of teaching and learning, as well as organizing classroom activities geared towards fostering effective teaching and learning experiences. In addition, these teacher leaders are entrusted with the roles of assessing teaching methods, evaluating learning outcomes, and overseeing the implementation of curriculum change management (Cheung, Keung, Kwan, & Cheung, 2019).

Scholarly literature corroborates the notion that teachers assuming leadership positions in curriculum development bolster the quality of teaching and enhance academic achievements, thereby catalyzing overall school improvement and facilitating the implementation of curriculum changes (Koster, Schalekamp, & Meijerman, 2017). Nevertheless, it is worth noting that the autonomy of these teacher leaders in making curriculum decisions is often limited, primarily due to the constraints imposed by curriculum standards (Tan, 2018).

At the personal level, overseeing curriculum change entails a multifaceted set of competencies and attributes. These encompass recognizing one's capacity for leadership empowerment (Leal Filho *et al*., 2020), possessing a skill set encompassing curriculum design, implementation of curriculum change management, curriculum

assessment, and knowledge of educational theories and policies (Priestley & Sinnema, 2018). Equally vital are professional ethics, including dedication (Kusumaningrum, Sumarsono, & Gunawan, 2019), a disposition for risk-taking, a willingness to share insights (Javed, Bashir, Rawwas, & Arjoon, 2017), and trustworthiness.

2.3.3.2 Innovation

Change-oriented leaders systematically embed creative problem-solving into institutional practices while actively modeling experimental pedagogies, thereby equipping teachers to address complex, evolving challenges in dynamic educational landscapes (Lee & Patel, 2023). Research demonstrates that innovative leadership approaches directly correlate with increased student engagement and enhanced academic performance metrics, underscoring their transformative role in educational ecosystems (Martinez *et al*., 2022). Innovative leadership behaviours are essential for driving curriculum changes in lower secondary schools. Principals who encourage and support innovative practices among their staff are better positioned to implement successful curriculum changes.

Tusianah *et al*. (2019) found that principals who exhibit innovative leadership behaviours, such as encouraging experimentation and risk-taking, are more successful in managing curriculum changes. By creating an environment that values innovation, these leaders empower teachers to develop and implement new teaching strategies aligned with the curriculum.

Innovation plays a crucial role in change-oriented leadership, particularly in curriculum management, as it ensures that educational programs remain responsive, dynamic, and aligned with evolving societal and technological needs (Pautler, 1992). Leaders who embrace innovation drive transformative curriculum changes by

fostering creative problem-solving, interdisciplinary collaboration, and technological integration (Mupa, 2015). However, while innovation is widely recognized as essential for curriculum transformation, research indicates persistent challenges in implementation, including resistance from teachers, lack of institutional support, and policy restrictions (Lomba, Domínguez & Pino-Juste 2022).

Change-oriented leaders are responsible for creating a school culture that supports experimentation, risk-taking, and continuous improvement in teaching methodologies (Oppi, Eisenschmidt & Jõgi, 2022). Leaders who encourage open dialogue and collaborative decision-making facilitate teacher involvement in curriculum innovation, leading to more sustainable changes (Gouëdard et al., 2020). However, Pak, et al., (2020) found that many large-scale curriculum changes fail due to poor leadership strategies that fail to engage teachers effectively. This highlights a gap in leadership research regarding how administrators can balance structured policy directives with bottom-up innovation initiatives to enhance teacher ownership and long-term commitment to curriculum changes.

The success of curriculum innovation largely depends on the readiness and professional development of teachers. Peterson, Dumont, Lafuente and Law (2018) emphasize that effective implementation of new pedagogical approaches requires that teachers receive thorough training and ongoing support. Despite this, research shows that teachers frequently resist change, often citing inadequate training and uncertainty about how new methodologies align with existing curriculum frameworks (Pak et al., 2020). Kilag and Sasan (2023) further contend that, in the absence of strong instructional leadership to guide professional development, teachers may find it challenging to integrate innovations effectively, resulting in inconsistent curriculum implementation. Collectively, these studies highlight the critical need for

comprehensive teacher training programs that not only introduce innovative curriculum concepts but also provide continuous mentorship and support, thereby facilitating the successful adoption of curriculum changes.

One of the greatest challenges for change-oriented leaders is navigating the tension between innovative curriculum changes and rigid policy mandates (Law, 2022). While research emphasizes the importance of flexible, forward-thinking leadership in fostering curriculum innovation, many educational institutions operate within bureaucratic frameworks that prioritize compliance over experimentation (Ahmed, 2024). AlAnazi *et al*. (2021) found that leaders who successfully implement innovation-driven curriculum changes do so by negotiating with policymakers and demonstrating the long-term benefits of reform. However, there is limited empirical research on effective negotiation strategies for educational leaders to balance innovation with policy adherence, leaving a gap in understanding how to integrate innovative practices without conflicting with regulatory frameworks.

The increasing integration of digital tools and online learning platforms has further emphasized the need for curriculum innovation. Research suggests that leaders who effectively incorporate technology into curriculum changes improve student engagement, accessibility, and personalized learning opportunities (Hardianti, Risnawati, & Ananta, 2024). However, Caena, and Redecker, (2019) note that many schools lack the infrastructure or teacher training required to fully integrate digital innovations into curriculum frameworks. Additionally, Carless (1997) argues that digital curriculum innovations often face resistance due to concerns about data security, digital literacy, and the disruption of traditional teaching models. This highlights a need for research on leadership strategies that ensure digital innovation is implemented in an equitable and sustainable manner.

Moreover, a study by Gül and Örs Özdil (2023) highlights the importance of contemporary leadership behaviours, which include innovation, in enhancing school organizational effectiveness. Innovation-focused principals are more likely to create a culture of ongoing development where teachers are encouraged to experiment and exchange best practices. Stronge (2021), who contends that capable leaders must be able to recognize and encourage creative approaches that improve student learning results, supports this finding.

Innovation is another critical dimension of change-oriented leadership behaviour, particularly in the management of curriculum changes. Innovative leaders introduce new ideas, technologies, and teaching methods that align with the evolving demands of 21st-century education. Robinson *et al*. (2020) assert that innovative leaders create a climate in which teachers are encouraged to try out novel teaching techniques, which results in more successful curriculum modifications.

Innovation helps in addressing the diverse needs of students, offering creative solutions to potential challenges during the transition to a new curriculum. However, Leithwood and Azah (2019) caution that too much emphasis on innovation without sufficient training and support for teachers can lead to resistance or ineffective implementation. Teachers may struggle to adopt innovative practices without adequate guidance, leading to a disconnect between the intended curriculum changes and classroom practice. On the contrary, Day and Sammons (2021) advocate for a balanced approach where innovation is introduced gradually, with continuous professional development to support teachers in integrating new methods. This highlights the importance of combining innovative leadership with practical support systems, ensuring that curriculum changes are both forward-thinking and feasible for teachers to adopt.

Teacher leaders, particularly Teaching Research Group (TRG) leaders, occupy a unique and vital role in the educational landscape, especially within the Chinese context. Their responsibilities extend beyond mere instructional oversight; they are pivotal in curriculum leadership and the professional development of their peers. Despite their importance, there exists a notable gap in the recognition and empowerment of TRG leaders compared to their counterparts in Western educational systems.

TRG leaders are often seen as the backbone of educational reform and curriculum management. They are characterized as outstanding frontline teachers who not only lead pedagogical initiatives but also foster collaborative environments among their peers (Gao & Hu, 2016; Chen & Zhang, 2022). The Ministry of Education (MOE) in China formalized this role as early as 1957, highlighting its significance in secondary education. Their responsibilities include building a shared vision for curriculum goals among teachers, promoting professional development through guidance and support, and facilitating research and collaboration by organizing group activities and initiatives that enhance collective teaching efficacy (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021).

In contrast, roles akin to TRG leaders, such as Heads of Departments (HoD) or Subject Heads, in Western contexts often come with a more defined status within the school hierarchy. These positions typically involve responsibilities that align with middle management functions, including budget management and administrative duties (Shan & Chen, 2022). While TRG leaders are crucial to curriculum implementation and teacher support, they do not hold formal middle-management status within Chinese schools. This distinction raises questions about their perceived authority and capacity to effect change.

The differences between TRG leaders and their Western counterparts are significant. TRG leaders in China have limited formal authority and do not function as middle managers, whereas HoDs often wield considerable authority within their institutions. Additionally, while TRG leaders focus on curriculum leadership and peer support, HoDs balance administrative duties alongside curriculum oversight. The emphasis on collaborative professional growth among TRG leaders contrasts with the managerial training and resource allocation that HoDs typically receive.

Despite their critical role, TRG leaders often face challenges that hinder their effectiveness. Research indicates that many TRG leaders feel under-empowered and less motivated to take on leadership roles due to a lack of institutional support and recognition (Chen & Zhang, 2022; Gao & Hu, 2016). This contrasts sharply with the expectations placed on HoDs in Western schools, who generally receive more robust training and institutional backing for their leadership roles. The challenges faced by TRG leaders include limited recognition of their contributions, insufficient training to fulfill their responsibilities effectively, and structural barriers that limit their influence over decision-making processes within schools.

While TRG leaders play an essential role in fostering educational improvement in China, the gap between their responsibilities and the recognition they receive compared to similar roles in Western contexts highlights a significant issue in educational leadership. Addressing this gap requires systemic changes that empower TRG leaders through enhanced training opportunities, clearer definitions of their roles, and greater institutional support. By doing so, educational systems can better harness the potential of these teacher leaders to drive meaningful change within schools.

While there is no universally accepted definition of a Teaching Research Group (TRG) leader, scholars in China have clearly defined the roles and responsibilities associated with this position. TRG leaders are acknowledged as outstanding frontline teachers, effective organizers, and subject matter experts. According to Zhang, these leaders are pivotal in establishing and guiding the TRG, modeling exemplary teaching practices, enhancing instructional quality, spearheading research initiatives, and implementing professional development programs for teachers.

Moreover, other researchers have identified several key responsibilities of TRG leaders. These include fostering a shared vision among group members, nurturing a positive organizational culture, sharing teaching experiences, promoting educational philosophies, leading research activities, coordinating group events, and supporting the ongoing professional development of their colleagues.

Teachers' participation in curriculum change management at the social relations level consists of three main elements. Maintaining relationships with superiors (principals and vice-principals) to voice concerns or get strategic direction for school-wide initiatives, with subordinates to speed up collaboration and problem-solving in research and instruction (Maxwell, 2019), and with external stakeholders (district administrators or other schools) to share knowledge and experiences are all part of this. The development of the school depends on maintaining relationships with stakeholders. Teachers' participation in curriculum change management helps compensate for a principal's lack of initiative.

On the other hand, cooperation between teachers and schools promotes experience exchange and personal growth, both of which contribute to a pleasant school climate. Maintaining relationships with stakeholders in a real-world setting, however, can be

difficult due to factors like minimal principal support, a lack of peer collaboration (St-Amand, Girard, & Smith, 2017), and decreased communication with stakeholders outside of schools (Wieczorek, & Manard, 2018).

Research findings underscore the significant influence of teacher leaders who combine these attributes on both individual and organizational success. However, it is noteworthy that there appears to be a reluctance among teacher leaders to assume curriculum change management roles and some teachers exhibit limitations in their professionalism (Luyten & Bazo, 2019). Notably, some teachers in the study exhibit a lack of accountability, exhibiting tendencies toward self-centeredness and utilitarianism (Wang, 2023). These traits contribute to their reluctance to engage actively in curriculum change management responsibilities.

In conclusion, change-oriented leadership behaviors that prioritize adaptability and innovation are critical for successfully managing curriculum changes in lower secondary schools. By remaining flexible and encouraging innovative practices, principals create an environment that supports and empowers teachers to implement curriculum changes effectively. The literature consistently emphasizes the importance of these leadership behaviors in facilitating successful curriculum changes, underscoring the need for educational leaders to prioritize adaptability and innovation in their leadership practices.

2.3.4 Organizational Climate and Curriculum Change Management

The management of curriculum changes in lower secondary schools is significantly influenced by leadership behavior, particularly within the context of creating a supportive organizational climate. This literature review explores the essential components of this climate, focusing on teachers' morale and job satisfaction,

collaboration and communication, and support systems. Each section discusses relevant research findings and theoretical frameworks that underline the importance of effective leadership in facilitating successful curriculum changes.

2.3.4.1 Teachers' Morale and Job Satisfaction

A positive work environment is essential for teachers' job satisfaction and morale. Empirical evidence suggests that proficient leadership is essential for augmenting these facets. Teacher morale and job satisfaction are critical factors in curriculum change management. Leaders who recognize and address teachers' concerns create an environment conducive to successful reform implementation. Research suggests that high job satisfaction leads to greater commitment to curriculum changes (Chen & Williams, 2023). The organizational climate significantly influences curriculum change success. A positive climate characterized by high morale, effective communication, and strong support systems enhances teachers' willingness to embrace new curricula.

Empirical studies validate that cultivating co-constructed professional ecosystems grounded in psychological safety and distributed agency accelerates sustainable organizational change by systematically dismantling resistance to pedagogical innovation (Thompson & Garcia, 2021). Conversely, a negative climate may lead to resistance and inefficiencies (Brooks & Evans, 2021). Tusianah *et al*. (2019) point out, for example, that teachers' morale throughout curricular modifications is directly impacted by the caliber of principal leadership. Their study emphasizes that principal who engages in supportive behaviors foster an environment where teachers feel valued and motivated, which is essential for successful curriculum implementation.

The organizational climate of an educational institution plays a significant role in shaping teachers' morale and job satisfaction, particularly during curriculum change management. Research suggests that a supportive and collaborative organizational climate fosters higher job satisfaction, whereas restrictive environments contribute to teacher disengagement (Jackson, 2018). Similarly, teachers' participation in decision-making and institutional support during curriculum changes are key determinants of their professional commitment and well-being (Skinner, Leavey, & Rothi, 2021). However, despite these findings, there remains a gap in understanding how organizational climate specifically influences teachers' long-term job satisfaction during continuous curriculum transitions.

Organizational climate is a multidimensional construct that encompasses leadership styles, interpersonal relationships, institutional policies, and working conditions (Moslehpour, Altantsetseg, Mou & Wong, 2018). Studies indicate that teachers working in an open and inclusive climate experience higher morale and are more likely to engage positively with curriculum changes (Munte *et al*., 2022). Similarly, Prince, (2020) found that a school's principal-teacher relationship strongly influences teachers' job satisfaction, with positive interactions fostering greater morale and motivation.

However, despite the positive correlation between a supportive organizational climate and teacher morale, many institutions lack structured frameworks to maintain this climate during curriculum change. Research on effective models of sustaining morale through leadership engagement and institutional support remains limited, necessitating further empirical studies on long-term morale-building strategies (Zwetsloot, Leka, Kines, & Jain, 2020).

Leadership is a crucial factor in determining teachers' job satisfaction during curriculum transitions. Studies highlight that principals who involve teachers in decision-making and provide professional development opportunities create a more stable and satisfied workforce (Brezicha, Ikoma, Park & LeTendre, 2020). Additionally, research by Ying and Hassan (2022) found that teachers' self-efficacy is significantly influenced by the school's management climate, which in turn impacts job satisfaction.

However, while leadership engagement is crucial, there is insufficient research on how leadership strategies can be tailored to different educational levels (primary, secondary, and higher education) to maximize job satisfaction. Future studies should focus on contextual leadership models that cater to diverse school environments, ensuring that strategies for maintaining teacher morale are adaptable and sustainable. Despite the benefits of a positive organizational climate, curriculum changes often introduce uncertainty, workload intensification, and stress, negatively impacting teachers' job satisfaction (Flordeliz, 2020). Teachers in schools undergoing rapid curriculum changes often report lower satisfaction levels due to increased administrative tasks and lack of clarity in new instructional expectations (Escobedo & Hernández, 2021).

Furthermore, studies suggest that schools with poor organizational climates struggle to retain experienced teachers, leading to higher turnover rates and instability (Soparidah *et al.*, 2021). However, there is a lack of research on how schools can implement systematic interventions to mitigate job dissatisfaction during curriculum transitions, leaving an important gap in policy and practice recommendations.

Teacher retention is closely linked to job satisfaction and institutional support mechanisms, particularly during curriculum changes (Ghosh, 2017). Schools that prioritize open communication, workload management, and professional development opportunities report higher teacher retention rates (Huck, 2012). However, research indicates that while short-term interventions (e.g., bonuses, workload reductions) may improve job satisfaction, they are not sustainable solutions (Absar, 2016). There is a pressing need for longitudinal studies examining how sustained leadership support and evolving organizational climates contribute to long-term teacher retention.

Furthermore, Gül and Örs Özdil (2023) discovered that teachers' job happiness is greatly impacted by contemporary leadership behaviors including cooperation and creativity. According to their research, school administrators can increase teachers' job satisfaction and morale by fostering a supportive and acknowledging culture. This connection emphasizes how important it is for principals to embrace leadership philosophies that put the welfare and engagement of their teachers first.

A study by Cansoy, Parlar, and Polatcan (2022) in Istanbul Province, Turkey, focused on the role that teachers' collective efficacy plays as a mediator in the relationship between teacher engagement and school administrators' instructional leadership behaviors. Their findings suggested that school administrators' leadership philosophies could predict teacher engagement, with collective teacher efficacy serving as a mediating influence. In particular, the study discovered that administrators' instructional leadership practices foster teacher collaboration, which increases teachers' commitment to the school. This illustrates how beneficial supportive leadership is for improving teachers' moods and job satisfaction.

Conversely, Wachira, Gitumu, and Mbugua (2017) looked into how principals' leadership philosophies affected the effectiveness of teachers in public secondary schools in Kenya. They concluded that supportive leadership has a positive impact on teachers' performance and that there are several types of leadership. This is in line with the findings of Cansoy *et al*. (2022), which show that leadership measures that promote a positive school atmosphere can boost teachers' morale.

Atuhaire (2022) also emphasized the significance of employee engagement as a predictor of innovative work behavior among public senior secondary school employees in Kampala, Uganda. Although this study was conducted in Uganda, it presents content and context gaps, focusing on ethical leadership and innovative work behavior rather than directly addressing leadership behaviors in curriculum change management. The need for research specifically targeting lower secondary schools in Uganda remains evident.

The morale and job satisfaction of teachers significantly affect the implementation of curriculum changes. A study by Gorrell and Johannessen (2019) found that high job satisfaction is closely linked to a positive organizational climate, which enhances teachers' willingness to embrace changes. When teachers perceive their environment as supportive, characterized by mutual respect and encouragement from leadership, they are more likely to exhibit high morale and a proactive approach towards curriculum adjustments (Bishop, 2020).

Moreover, the alignment of leadership practices with intrinsic motivational factors plays a vital role in job satisfaction. As highlighted by Chen and Zhang (2021), transformational leadership styles that emphasize vision, individualized consideration, and intellectual stimulation foster an environment where teachers feel valued and

motivated. This, in turn, leads to a willingness to engage with new curricula. In contrast, ineffective leadership may lead to burnout and dissatisfaction, as suggested by the findings of Adams and Auton (2022), who noted that poorly managed changes resulted in increased teacher turnover and decreased commitment to educational goals.

Collaboration and communication are integral components of a supportive organizational climate. Successful curriculum change requires constructive dialogue among stakeholders, including teachers, administrators, and parents. As Wang and Spangler (2020) argue, effective communication channels promote shared understanding and collective efficacy, which are essential for the successful implementation of curricular innovations. Furthermore, collaborative practices encourage a sense of community among teachers, enhancing their engagement and investment in curriculum changes (Davis *et al*., 2021).

According to Johnson and Lee (2023), collaborative leadership models that promote distributed leadership foster environments where teachers feel empowered to share ideas and initiatives. This model operates on the premise that leadership should be a communal effort rather than a top-down approach, which often leads to feelings of alienation among teachers. According to research, teachers are more satisfied and committed to educational innovations in schools with strong collaborative cultures (Schmidt *et al*., 2022).

Leadership behaviors are essential for creating a positive organizational climate that affects teachers' morale and work satisfaction when it comes to handling curricular changes in lower secondary schools. A positive work environment, driven by effective leadership, is essential for teachers to navigate the complexities of

curriculum changes. According to Leithwood, Harris, and Hopkins (2019), leaders who actively support their staff by providing the necessary resources and fostering professional growth tend to boost teacher morale, particularly during periods of change. This support is vital because curriculum changes often demand new teaching strategies, continuous professional development, and adjustments to instructional practices, all of which can be stressful for teachers if not adequately supported.

Furthermore, there is a wealth of research demonstrating the connection between teacher job satisfaction and leadership characteristics. Leaders who cultivate an environment where teachers feel valued for their contributions improve work satisfaction, which has a beneficial effect on curriculum implementation. According to Day, Gu, and Sammons (2020), teachers' feelings of professional competence and community inside the school are strongly correlated with their level of pleasure. Higher levels of satisfaction result when leaders foster an inclusive atmosphere where teachers' opinions are respected throughout decision-making, particularly when it comes to curricular changes. When teachers see themselves as essential to the reform process, they become more self-assured and eager to participate in curriculum modifications.

Conversely, a lack of leadership support can significantly erode teacher morale and job satisfaction, creating resistance to curriculum changes. Hallinger and Heck (2020) argue that when teachers do not receive adequate leadership guidance or feel overwhelmed by the demands of curriculum changes, their job satisfaction declines, which negatively affect their ability to implement changes effectively. Stress, burnout, and disengagement become more prevalent, especially in environments where leaders fail to acknowledge the additional pressures curriculum changes impose on teachers.

Additionally, research shows that teachers' level of autonomy in the curriculum reform process is linked to job satisfaction in addition to leadership support. According to Fullan (2019), when teachers are allowed to try out new teaching strategies and modify curricula to meet the individual requirements of their pupils, their morale rises. Teachers feel empowered rather than overburdened by the process of change in a balanced environment created by this autonomy and supportive leadership. This autonomy, however, can result in misunderstandings and uneven curriculum implementation across classes in the absence of clear leadership guidance, which can further reduce job satisfaction.

2.3.4.2 Collaboration and Communication

Collaboration and communication are fundamental to the successful implementation of curriculum changes. Effective school leaders facilitate open lines of communication among teachers, fostering collaboration and collective problem-solving. Research by Gül and Örs Özdil (2023) emphasizes that contemporary leadership behaviors, which include promoting collaboration, are essential for creating a supportive school climate. Leaders who encourage team-based approaches to curriculum development enable teachers to share best practices and develop a shared understanding of curricular goals.

Moreover, a study by Mabhonga (2021) supports the notion that successful curriculum changes depend on teachers' involvement in the development process. The research highlights that effective communication from leadership regarding curriculum changes allows teachers to feel empowered and engaged, thus enhancing collaboration within the school. This cooperative setting not only raises spirits but also helps create a more flexible and dynamic curriculum that caters to the various requirements of students.

The role of collaboration and communication in organizational climate and curriculum change management is critical, as effective communication fosters an environment of trust and participation, which ultimately influences the success of curriculum changes. Organizational climate plays a significant role in shaping employees' responses to change, and fostering a participative communication environment can enhance employee commitment to organizational transformation (Neill, Men, & Yue, 2019). An open and participative communication climate helps employees develop a sense of identification with their institution, making them more likely to support curriculum change initiatives (Bulat, Roman, & Manolescu, 2024).

Collaboration, as an essential component of organizational climate, is integral to successful curriculum change management. Effective collaboration requires strong stakeholder involvement, which can be enhanced by leveraging organizational climate theories (Sherman, Hadar, & Luria, 2017). Additionally, transformational leadership plays a significant role in fostering a culture of collaboration and communication, ensuring that teachers and administrators align their goals for effective curriculum reform (Akbari & Pratomo, 2023). Without a well-defined collaborative framework, educational institutions may face resistance to change, impeding successful curriculum reform (Bertlett, Johansson, & Arvidsson, 2009).

A major barrier to effective collaboration and communication in curriculum change management is resistance from teachers who may feel excluded from decision-making processes. Research suggests that collaborative leadership can mitigate such resistance by promoting organizational sensemaking (Wang, 2016). When teachers feel supported by leaders who actively encourage discussion and shared decision-making, they are more likely to embrace curriculum changes positively. Furthermore,

creating a supportive communication climate encourages staff participation and openness, ensuring curriculum transformation is inclusive and effective (Sone, 2020).

In addition to leadership, the general communication climate within an organization influences curriculum change effectiveness. Poor communication leads to conflicts and decreased productivity, which can stall curriculum reform efforts (Cordova-Buiza *et al*., 2023). On the other hand, an organizational climate characterized by assertive and transparent communication ensures that all stakeholders are on the same page, reducing misunderstandings and resistance (Bulat, Roman, & Manolescu, 2024).

Another study highlights that participatory decision-making enhances curriculum change outcomes by ensuring that faculty members and administrators align their objectives (Bulat, Roman, & Manolescu, 2024). When faculty members perceive that their input is valued, they are more likely to take ownership of curriculum changes, leading to more sustainable changes. Research further suggests that ensuring clear communication channels within educational institutions strengthens relationships between staff and leadership, fostering a more cooperative and goal-oriented climate (Akbari & Pratomo, 2023).

A significant gap in the literature is the lack of emphasis on how to measure and systematically improve the communication climate in curriculum change management. While studies highlight the importance of communication and collaboration, few propose concrete strategies for evaluating the effectiveness of communication strategies during curriculum changes (Sone, 2020). Future research should develop tools for assessing communication effectiveness in educational settings undergoing curriculum changes, as well as mechanisms for enhancing stakeholder engagement (Cordova-Buiza *et al*., 2023).

Collaboration and communication are essential components of an effective organizational climate, especially in the management of curriculum changes. Research suggests that open communication climates and collaborative leadership foster greater teacher engagement, reduce resistance to change, and enhance the successful implementation of new curricula (Neill, Men, & Yue, 2019). Similarly, collaborative decision-making leads to a more cohesive organizational culture, where teachers and administrators work together toward common educational goals (Wang, 2016). However, despite the recognition of collaboration and communication as critical factors in curriculum change, there remains a gap in understanding how institutions can systematically integrate these elements to sustain long-term changes.

A positive communication climate fosters trust, transparency, and a shared understanding of curriculum changes. Research indicates that open and participative communication climates contribute to teachers' commitment to curriculum change, as they feel more involved in decision-making processes (Neill, Men, & Yue, 2019). In contrast, closed or hierarchical communication structures lead to misinformation, confusion, and resistance among teachers and staff (Al Hanandeh, 2023). However, while these studies highlight the importance of communication in curriculum change, there is limited research on how institutions can sustain an open communication climate beyond the initial phases of curriculum reform. Future research should explore longitudinal approaches to maintaining effective communication climates and their impact on continuous curriculum development.

Collaboration between teachers, administrators, and policymakers is essential for successful curriculum changes. Studies indicate that when teachers are actively involved in curriculum development, they are more likely to support and implement changes effectively (Hussein & Hasan, 2023). Moreover, collaborative leadership

fosters a sense of ownership among teachers, increasing their motivation to integrate new teaching methods (Wang, 2016).

Research on institutionalizing collaborative practices across different school settings remains limited. While some studies focus on collaborative leadership in higher education, fewer examine its impact in primary and secondary schools, where resistance to change may be higher (Ruben & Lederman, 2023). This gap suggests a need for comparative studies across different education levels to identify best practices for fostering collaboration in curriculum change management.

An institution's organizational climate directly influences teachers' willingness to collaborate during curriculum changes. Research suggests that schools with supportive leadership, shared governance, and well-structured communication networks experience higher levels of teacher collaboration (Sherman, Hadar, & Luria, 2017). Similarly, Lee, Chiang, Van, and Cai (2018) argue that a culture of participation and mutual respect enhances affective commitment to curriculum change.

However, there remains a gap in research on how different leadership styles shape collaborative behaviors in schools undergoing curriculum transitions. More empirical studies are needed to examine the relationship between leadership strategies and teacher collaboration in diverse educational settings.

Despite the benefits of collaboration and open communication, numerous barriers hinder their effectiveness in curriculum change management. Research highlights that institutional hierarchy, resistance to change, and lack of trust among stakeholders often impede effective collaboration (Ganeshu, Fernando & Keraminiyage,2023). Additionally, poor communication management results in misunderstandings,

conflicting priorities, and a lack of alignment in curriculum objectives (Nasution & Kieser, 2024).

The rise of digital communication tools has transformed collaboration in educational institutions, particularly in curriculum management. Research suggests that online communication platforms facilitate real-time collaboration, knowledge sharing, and stakeholder engagement in curriculum development (Huang et al., 2023). However, the effectiveness of digital communication in fostering collaboration depends on teachers' digital literacy and institutional support (Gundry *et al*., 2016). Despite these advantages, there is a lack of research on the long-term impact of digital collaboration tools on curriculum change outcomes. Future studies should investigate how digital communication strategies can be optimized to support sustainable collaboration in curriculum reform.

In Hong Kong elementary schools, Li, Hallinger, Kennedy, and Walker (2017) investigated how collegial trust, communication, and collaboration buffered the primary impacts of leadership on teachers' professional learning. According to their research, a school setting that fosters genuine teamwork, efficient communication, and mutual trust is crucial for teacher development. The aforementioned highlights the importance of administrators intentionally fostering a collaborative and communicative school culture, which is essential for effective curriculum change management.

Similarly, Stronge (2021) emphasizes that effective leaders utilize a common set of basic leadership practices, including promoting open communication and collaboration among staff. This approach fosters a culture where teachers feel valued and engaged, which is crucial for implementing curriculum changes effectively.

Mestry (2017) argues that simply possessing the necessary knowledge and skills to manage curriculum change does not guarantee success. Instead, fostering a collaborative environment where principals and teachers can share expertise is vital for achieving intended curriculum goals.

Moreover, the study by Kyayemagye and Kintu (2020) on the administrative skills of teacher principals in Uganda revealed that involving teachers in curriculum-related activities was the most utilized administrative skill. This study emphasizes how crucial cooperation and communication are to curriculum management, which supports the idea that principals should actively involve teachers in decision-making.

Despite the importance of effective leadership in managing curriculum changes, numerous challenges can hinder the process. According to the findings of Duckett (2010), resistance to change is a common barrier faced by educational institutions. Teachers may be hesitant to adopt new practices due to concerns about their effectiveness or the additional workload associated with implementation. To address these challenges, school leaders must develop strategies that promote a culture of openness and collaboration. Mills (2006) suggests that involving teachers in the planning and implementation stages of curriculum changes can help mitigate resistance and foster a sense of ownership among staff.

Additionally, effective communication is necessary for managing curriculum changes. Govindasamy and Mestry (2022) emphasize the need of having open lines of communication between teachers and school administrators to ensure that everyone is aware of the rationale behind curriculum changes and their expected outcomes. By keeping the lines of communication open, leaders can address problems and provide the support needed to guarantee a smooth transition.

In the context of managing curriculum changes in lower secondary schools, a supportive organizational climate is essential, particularly when it comes to collaboration and communication. Effective leadership behavior significantly influences these aspects, creating an environment that promotes teamwork and open dialogue, which are crucial for successful curriculum implementation.

According to Leithwood, Harris, and Hopkins (2019), leadership that fosters collaborative cultures among teachers allows for shared decision-making and collective problem-solving, which are vital during times of curriculum change. When leaders encourage collaboration, teachers are more likely to engage with the curriculum changes, exchange best practices, and support one another in overcoming challenges. In addition to raising the standard of curriculum delivery, this reciprocal involvement boosts teacher morale and professional growth.

In a similar vein, internal communication is essential to guaranteeing that curriculum modifications are implemented smoothly. Effective communication between school leaders and teacher's builds trust and transparency, which are critical for the successful adoption of new curricula. Hallinger and Heck (2020) argue that leadership behaviors that promote open channels of communication allow for the clear articulation of curriculum goals and expectations, reducing resistance to change. Furthermore, teachers need continuous feedback from leadership and their peers to adapt their teaching methods to the new curriculum effectively. When communication is consistent and two-way, it enables leaders to identify potential issues early and provide the necessary support to teachers. However, inadequate collaboration and poor communication can have detrimental effects on curriculum management.

Day, Gu, and Sammons (2020) highlight that a lack of collaboration often leads to isolated efforts in curriculum implementation, where teachers work independently without aligning their strategies with the broader school objectives. This fragmentation undermines the cohesive delivery of the curriculum and can result in inconsistent learning experiences for students. Similarly, ineffective communication may leave teachers unclear about their roles in the reform process, leading to confusion, frustration, and eventual resistance to change (Fullan, 2019).

Moreover, collaboration and communication are intertwined, as collaboration thrives in environments where open and transparent communication is a priority. Hargreaves and Fullan (2020) stress that communication is a key facilitator of professional learning communities, where teachers collaboratively plan, implement, and review curriculum practices. These communities offer a controlled forum for continuing discussion, allowing teachers to adapt their methods of instruction to changing curricula. Without these channels of communication and cooperation, schools could find it difficult to successfully execute changes.

2.3.4.3 Support Systems

Support systems are crucial in facilitating teachers' adaptation to curriculum changes. Effective school leadership involves establishing robust support mechanisms that address teachers' needs during transitions. According to research, curriculum implementation is more successful in schools with robust support networks, including professional development opportunities, mentorship programs, and easily accessible resources. One study by Gül and Örs Özdil (2023), for example, highlights the value of ongoing professional development in raising teachers' proficiency and self-assurance when introducing new curriculum. Leaders who prioritize ongoing training and support not only enhance teachers' competencies but also demonstrate a

commitment to their professional growth, which positively impacts teachers' morale and job satisfaction.

Support systems within the organizational climate play a crucial role in curriculum change management, as they provide the necessary infrastructure, guidance, and emotional backing for teachers to adapt to new curricular frameworks. Research indicates that well-structured support systems enhance teacher adaptability and foster a climate that encourages educational innovation (Bulat, Roman, & Manolescu, 2024). When institutions fail to implement robust support mechanisms, teachers often experience increased stress and resistance to change, ultimately hindering the successful implementation of curriculum changes (Cordova-Buiza *et al*., 2023).

A critical aspect of support systems is professional development and continuous training, which equip teachers with the skills required to navigate curriculum changes. Studies highlight that institutions that provide frequent and targeted training sessions are more likely to achieve smooth transitions in curriculum reform (Wang, 2016). Additionally, teacher mentorship programs have been found to be effective in providing peer support and fostering a collaborative learning environment (Sone, 2020).

Beyond training, institutional support structures such as administrative guidance and policy alignment significantly influence curriculum change. Research suggests that a lack of clear policies and administrative backing creates uncertainty among teachers, reducing their willingness to adopt new curricular practices (Neill, Men, & Yue, 2019). Conversely, institutions that ensure transparent and participatory policymaking foster a supportive climate that enhances curriculum change management (Sherman, Hadar, & Luria, 2017).

Emotional and psychological support systems are equally crucial in maintaining an adaptive organizational climate. Studies reveal that teachers facing curriculum change often experience anxiety and burnout, which can be mitigated through structured counseling programs and peer support initiatives (Bertlett, Johansson, & Arvidsson, 2009). Moreover, fostering a culture of recognition and appreciation within an institution can enhance morale and create an environment where teachers feel valued and motivated to embrace change (Akbari & Pratomo, 2023).

Technology integration also serves as a vital support system in curriculum change management. Digital platforms enable seamless communication between stakeholders, facilitate resource sharing, and provide interactive learning tools that assist teachers in adapting to new curricula (Cordova-Buiza *et al*., 2023). However, the digital divide remains a challenge, as inadequate access to technological resources and lack of digital literacy training can create disparities in curriculum implementation (Bulat, Roman, & Manolescu, 2024).

Inclusion and diversity considerations within support systems further shape curriculum change outcomes. Research indicates that support structures should cater to diverse educator and student needs to ensure equitable implementation of curricular changes (Sone, 2020). Institutions that adopt inclusive policies, such as differentiated instruction and culturally responsive teaching practices, report higher levels of curriculum success (Akbari & Pratomo, 2023).

The role of financial support in curriculum change management cannot be overlooked. Budg*et al*locations for teacher training, resource development, and technology integration significantly impact the feasibility and sustainability of curriculum changes (Neill, Men, & Yue, 2019). Institutions that prioritize financial

investment in curriculum change initiatives experience smoother transitions and higher adoption rates among teachers (Sherman, Hadar, & Luria, 2017).

Despite the evident benefits of support systems, gaps remain in the empirical assessment of their effectiveness. Future research should focus on developing standardized frameworks for evaluating institutional support mechanisms during curriculum changes (Wang, 2016). Additionally, longitudinal studies that assess the long-term impact of support structures on educational outcomes would provide valuable insights into best practices (Bertlett, Johansson, & Arvidsson, 2009).

Furthermore, Tusianah *et al*. (2019) suggest that creating structured support systems, such as steering committees for curriculum changes, can provide essential guidance and resources for teachers. Such systems ensure that teachers receive the necessary support throughout the implementation process, thereby fostering a more effective and cohesive approach to curriculum management.

Achieving effective change implementation in schools requires robust support systems. Curriculum change management involves comprehensive restructuring of educational programs, necessitating adjustments to teaching practices and school structures (Osuji & Koko, 2018; Yang, 2019). The goal of such management is to instigate meaningful change, which requires strong leadership to guide the process (McLure & Aldridge, 2022).

Researchers (DeMatthews, 2014; Glatthorn *et al*., 2018) have emphasized the critical role of school principals in fostering high-quality leadership for successful curriculum implementation. Effective principals are expected to create conditions that support teacher learning and engagement, which is essential for implementing curriculum

changes. This involves not only setting a clear vision but also anticipating challenges and addressing them proactively.

In a study conducted in Ebonyi State, Nigeria, Onyeukwu (2022) found that directorship roles often depend on seniority rather than skills, which can hinder effective leadership. This traditional bureaucratic structure emphasizes compliance over innovative practices, limiting the potential for meaningful curriculum change. In order to establish favourable teaching and learning environments, Stronge (2021) recommends that principals serve as mentors, highlighting the necessity of institutions that support and empower teachers.

Furthermore, the findings from Allaoui and Benmoussa (2020) regarding employee attitudes toward change in Moroccan Public Universities indicate that individual, organizational, and group factors positively influence attitudes toward change. However, the context of this study is at the University level and outside Uganda, highlighting the need for research focused on lower secondary schools to address specific challenges faced in this setting. Support systems, including professional development opportunities, mentorship programs, and resources, significantly impact teachers' attitudes toward curriculum changes.

According to Turner *et al*. (2020), systematic professional development guarantees that teachers possess the abilities and know-how required to successfully implement new curriculum. Furthermore, continuous training and assistance lessen the sense of inadequacy that can surface during changes, which boosts teacher morale and lessens resistance to change (Nguyen *et al*., 2021).

The presence of mentorship and coaching further amplifies this effect. According to Bennett (2022), mentorship programs not only provide individualized support but also

facilitate a deeper understanding of curriculum changes, leading to improved practices and higher levels of job satisfaction. The role of administrative support cannot be overlooked either; effective leaders who actively provide resources and encouragement significantly influence the perceived value of support systems within their schools (Lau *et al*., 2023).

For lower secondary schools to manage curricular changes effectively, a supportive organizational climate is essential, especially when strong support structures are in place. Numerous studies emphasize how crucial these kinds of systems are to giving teachers the tools and support they need to successfully negotiate the challenges of curricular reform. For instance, Fullan (2019) highlights that creating a positive atmosphere where instructors feel empowered to execute curricular changes depends on a school's organizational climate, which is defined by open communication, collaborative decision-making, and mutual respect. Similarly, Day, Gu, and Sammons (2020) argue that leadership behaviours that cultivate supportive relationships with teachers lead to greater buy-in and successful curriculum changes.

In contrast, schools with insufficient support systems may face significant barriers during curriculum transitions. Research by Leithwood, Harris, and Hopkins (2019) suggests that the absence of structured support, such as professional development opportunities, mentoring, and access to resources, can hinder teachers' ability to adapt to new curricular expectations. They contend that in addition to financial resources, support networks ought to offer peers' and leaders' professional and emotional assistance. This is in line with the path goal theory used in this study and is further corroborated by Dimmock and Walker (2019), who contend that insufficient support systems can lead to higher levels of stress and resistance to change among teachers, which would eventually hinder efforts to alter the curriculum.

Moreover, collaborative support systems that foster peer learning and teamwork have been shown to enhance the implementation of curriculum changes. In their study, Darling-Hammond, Hyler, and Gardner (2020) found that schools with strong collaborative networks, where teachers share best practices and provide mutual support, experience smoother transitions during curriculum changes. This aligns with the findings of Hargreaves and Fullan (2020), who note that collective leadership, where responsibilities are shared among staff, can strengthen the overall organizational climate, making it more conducive to curriculum innovation.

Research Gap

The literature review reveals several key gaps that are essential to address for advancing scholarship in educational leadership and curriculum change. Primarily, there is a notable absence of research that meaningfully contextualizes leadership practices within diverse school environments like those in the Karamoja sub-region of Uganda, where unique cultural and resource challenges demand tailored leadership approaches. Current studies tend to generalize leadership behaviors without sufficiently exploring how such strategies can be adapted or scaled to fit varying local realities. This lack of contextual sensitivity limits the practical application of leadership theories in real-world educational settings.

Another critical gap pertains to the roles of middle-level leaders such as department heads and curriculum coordinators, who serve as vital links between school administrators and teachers but are often overlooked in research. Greater attention is needed to understand how these leaders influence curriculum implementation and mediate communication within schools. Furthermore, there is a scarcity of empirical work on stakeholder engagement, including how school leaders can foster meaningful

collaboration with teachers, parents, and community members to enhance curriculum reform and build shared ownership.

The rapid expansion of digital and blended learning environments has introduced new complexities, yet very little research examines how leadership adapts to virtual contexts. The dynamics of trust-building, interpersonal relationships, and curriculum management in online settings remain underexplored, presenting an urgent area for scholarly inquiry in light of ongoing educational technological transformations.

Intersections of gender and leadership style represent another fruitful, yet underdeveloped, domain. While evidence suggests female leaders may employ relational and collaborative styles more frequently, the extent to which these differences influence the success of curriculum changes across cultural contexts is not well understood. These nuances are crucial for developing inclusive leadership frameworks.

Methodologically, the literature reveals a predominant reliance on single qualitative or quantitative approaches, underscoring the need for mixed-methods research that can more comprehensively capture the complexity of leadership behaviors and outcomes across educational levels. Finally, while the importance of collaboration, innovation, and overcoming resistance to change is widely acknowledged, concrete strategies and longitudinal studies that evaluate how these elements unfold in practice remain limited.

Addressing these gaps enriches educational leadership scholarship by developing context-responsive, empirically grounded models that empower school leaders to navigate the multifaceted realities of curriculum change. As well, facilitate leadership practices that are more collaborative, inclusive, and adaptive to the evolving demands

of modern education. Such advances ultimately contribute to more effective and equitable educational outcomes.

2.4 Summary of Literature Review

The literature reviewed in this chapter highlights the critical role of leadership behaviour in overseeing curriculum change in lower secondary schools. Leadership is recognized for its ability to anticipate, envision, strategically and collaboratively initiate positive transformation. This includes coordinating actions, optimizing processes, aligning organizational structures and maintaining employee morale. Effective leadership has the potential to guide teams in achieving their goals by setting clear expectations, providing support, and fostering a supportive school culture. However, while the existing literature sheds light on leadership behaviour and its role in managing curriculum change, there is a significant knowledge gap specific to the context of the Karamoja Sub-region in Uganda. In order to close this gap, more empirical research that examines how leadership behaviours affect curriculum change management in lower secondary schools in the Karamoja subregion is necessary. This study intends to address the difficulties faced by educational leaders in the sub-region and investigate the precise leadership behaviours and tactics they employ. Furthermore, a deeper comprehension of the elements that support effective curriculum change management will be greatly enhanced by looking at how curriculum change implementation and student learning outcomes align in the particular context of the Karamoja sub-region.

The goal of the study was to fill in a number of gaps in the literature, such as the dearth of empirical research on how leadership behaviors affect the management of curriculum changes in lower secondary schools in the Karamoja sub-region. In the context of curriculum development, it also aims to give a more thorough grasp of the

particular leadership behaviors and tactics employed by head teachers in the Karamoja sub-region. By providing insight into the difficulties experienced by education officials in the Karamoja sub-region in managing curricular change, the study also sought to close the knowledge gap

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research philosophy, approach and design, study area, target population, sampling and sample size, data collection methods, data quality control, data processing and analysis, and ethics in research.

3.1 Research Approach

The study employed a mixed methods research approach, integrating both qualitative and quantitative methodologies to comprehensively collect and analyze data. This approach leverages the strengths of both qualitative and quantitative research, providing a more nuanced understanding of the research problem.

In this study, the qualitative component was utilized to capture participants' opinions and perspectives, offering in-depth insights into their experiences. This aligns with the interpretivist paradigm, which seeks to understand the meaning individuals assign to social phenomena. Conversely, the quantitative component facilitated the testing of predefined hypotheses, allowing for statistical analysis and generalization of findings. This reflects the positivist paradigm, which emphasizes objective measurement and analysis.

The integration of qualitative and quantitative data in mixed methods research can be achieved through various strategies, such as merging, connecting, or embedding data. Merging involves analyzing both data types separately and then combining the results for comprehensive interpretation. Connecting entails linking data from one phase to inform the subsequent phase, while embedding integrates one data type within the other to enrich the analysis.

Recent literature emphasizes the value of mixed methods research in addressing complex research questions. For instance, a study by Hutson and He (2024) highlights the application of mixed methods in exploring the experiences of minority student populations in higher education, demonstrating how this approach can uncover nuanced insights that single-method studies might overlook.

3.2 Research Design

In order to gain a more in-depth grasp of the research problem, this study employed a convergent mixed design, which integrates qualitative and quantitative research and data (Creswell & Creswell, 2018). The convergent design aligns with a pragmatic theoretical approach, even though the mixed methods sector has a wide variety of designs. In order to triangulate both quantitative and qualitative data sources, a convergent design was chosen for this study (Creswell & Plano Clark, 2018). The research sought to obtain a more thorough understanding of the intricate relationship between curriculum change management and leadership behaviour in the particular context of the Karamoja sub-region by utilizing both approaches concurrently. This method allowed the incorporation of many viewpoints, guaranteeing a more thorough analysis of the study's problems. A more comprehensive view of the challenges of curriculum change and leadership in a specific school setting was provided by the combination of quantitative and qualitative data, which also enhanced the study's general validity and reliability (Snyder, 2019).

3.3 Philosophical Perspectives

This study was guided by a pragmatic research philosophy, which facilitated the integration of both quantitative and qualitative approaches to address the complex phenomenon of leadership behaviour in managing curriculum changes in lower secondary schools in the Karamoja sub-region. Pragmatism emphasizes the practical

consequences of research, allowing scholars to select methods and techniques best suited to the research questions, rather than adhering strictly to a single philosophical stance (Kaushik & Walsh, 2019). It recognizes that reality is multifaceted, context-dependent, and open to multiple interpretations, making it particularly suitable for studies involving both measurable phenomena and lived experiences.

Ontologically, the study considered both objective and subjective dimensions of reality. Objective aspects were captured through quantitative data, which measured observable leadership behaviours and their effects on curriculum management. Subjective aspects were explored qualitatively, through participants' narratives and self-reported experiences, providing insight into perceptions, attitudes, and contextual nuances.

Epistemologically, knowledge was generated through a combination of empirical evidence and interpretive understanding. Quantitative data collection and analysis facilitated objective evaluation of relationships between leadership behaviours and curriculum management, while qualitative interviews enriched this understanding by revealing the lived experiences, perceptions, and interpretations of headteachers, deputy headteachers, Directors of Studies, and teaching staff (Tashakkori & Creswell, 2007).

Methodologically, the study adopted a convergent parallel mixed methods design, which enabled the simultaneous collection of quantitative and qualitative data. This approach allowed for the triangulation of findings, enhancing the robustness and comprehensiveness of the study. Quantitative data were gathered using structured questionnaires, ensuring systematic measurement of variables, whereas qualitative

data were obtained through key informant interviews, providing depth and context to the statistical findings.

Axiologically, the study adhered to rigorous ethical standards, ensuring the privacy, confidentiality, and informed consent of all participants. Ethical principles were embedded throughout the research process, respecting participants' rights and maintaining the integrity of the study.

Integrating these philosophical dimensions under a pragmatic paradigm, the study achieved a balanced and comprehensive framework. This approach allowed for both empirical measurement and interpretive understanding, providing a nuanced and contextually grounded analysis of the influence of leadership behaviours on curriculum change management in the Karamoja sub-region.

3.4 Location of the Study

This study was conducted in secondary schools within Uganda's Karamoja sub-region, which comprises nine districts: Abim, Amudat, Kaabong, Karenga, Kotido, Moroto, Nabilatuk, Nakapiripirit, and Napak. Covering approximately 27,200 square kilometers, Karamoja is one of Uganda's largest sub-regions and is renowned for its rich historical and cultural heritage. The sub-region is home to several indigenous ethnic groups, including the Karamojong, Pokot, and Ik. Traditionally, Karamoja has been inhabited by nomadic pastoralist communities for whom cattle play a central economic, social, and cultural role. However, the region has also experienced a history of armed conflict and insecurity, primarily driven by cattle raiding and intercommunal violence. Decades of violent strife have significantly affected the sub-region's social and economic development, as well as its education sector. The

persistent insecurity has disrupted schooling, limited access to education, and contributed to broader structural challenges in the region's growth.

3.5 Target Population

The study population comprised all lower secondary schools in the Karamoja sub-region that are currently implementing the new competency-based lower secondary curriculum. These schools were considered appropriate for the study because they provide the relevant context for examining how school leadership manages curriculum changes, which is central to the research objectives. The focus on lower secondary schools ensured that the findings would be directly relevant to institutions actively engaged in the application of the new curriculum framework.

A total of twenty-three (23) secondary schools were selected using a clustered sampling technique, which facilitated the representation of schools across different administrative clusters within the sub-region. Clustered sampling was considered appropriate because it allowed the researcher to manage logistical constraints while ensuring that diverse schools across the sub-region were included.

The sample was stratified to include both private schools (n = 5) and government-aided schools (n = 18). The private schools were purposively selected based on their active implementation of the competency-based curriculum and accessibility for data collection, ensuring that perspectives from independently managed institutions were captured. The government-aided schools were selected to provide a representative view of schools operating under public administration, thereby capturing variations in leadership practices associated with different management structures. The inclusion of both types of schools ensured a comprehensive understanding of leadership

behaviours in varied institutional contexts and enhanced the generalizability of the findings.

Within these schools, headteachers, deputy headteachers, and Directors of Studies (DOS) play pivotal roles in guiding and managing curriculum changes. Their leadership is critical for facilitating effective curriculum implementation, supporting teachers, and ensuring the adaptation of instructional practices to align with the competency-based framework.

All selected schools are located within the same sub-region, sharing broadly comparable socio-economic conditions, social dynamics, and historical contexts. Despite these shared characteristics, the schools operate under a standardized regulatory framework established by the Directorate of Education Standards (DES) and the National Curriculum Development Centre (NCDC), which collectively oversee the implementation and quality assurance of the lower secondary curriculum across Uganda. This standardization ensured that all schools were subject to the same curriculum requirements, making comparisons across different management types meaningful.

The sample size for participants within these schools was determined using Slovin's formula, providing a statistically appropriate method for identifying a representative number of respondents and ensuring the reliability and validity of the study findings.:

Where:

$$n = \frac{N}{1 + N(e)^2}$$

where: **n** is the sample size, **N** is the population size, and **e** is the margin of error (typically 0.05 for a 95% confidence level)

Applying the formula to calculate the schools:

$n = N/1+Ne^2$ Where N=25 and e=0.05

By substitution; n = 25/1+25 (0.05x0.05) = 25/1+ (25x0.0025) = 25/1+0.0625)

$$n = \frac{25}{1+25(0.05)^2} = \frac{25}{1.0625} = 23.529 \approx 23$$

Thus, 23 schools were selected, representing a balanced mix of government-aided (18) and private (5) schools.

3.6 Sample design and sample size

3.6.1 Headteachers and Deputy Headteachers

Twenty-three Head teachers were purposively sampled as they serve as frontline officials responsible for overseeing the implementation of the lower secondary school curriculum. Given their central role in school leadership, curriculum management, and policy execution, their insights were crucial for understanding the challenges and dynamics of curriculum implementation.

Similarly, deputy head teachers were included due to their direct involvement in administrative and academic affairs, working closely with head teachers to ensure effective curriculum delivery. Their responsibilities align closely with the study's objectives, making them essential participants in the data collection process.

3.6.2 Director of Studies

Twenty-three directors were purposively sampled as they serve as frontline officials responsible for overseeing the implementation of the lower secondary school curriculum. The Director of Studies (DOS) plays a crucial administrative role in overseeing the school curriculum and ensuring its effective implementation. They are

responsible for developing instructional plans, monitoring teaching and learning processes, and guiding curriculum adjustments in response to policy changes.

Given their direct involvement in managing and leading curricular modifications, they were purposively sampled for this study. Their expertise and firsthand experience made them valuable informants, providing reliable insights into curriculum implementation, challenges, and adaptation strategies within the secondary school system.

3.6.3 Teachers

Two hundred twenty-eight teachers were selected through clustered sampling technique. Teachers were a critical group of participants in this study, as they are directly responsible for implementing the lower secondary curriculum. Their firsthand experience in managing curriculum changes provided valuable insights into how head teachers and deputy head teachers support them in this process.

The study sampled teachers from four districts in the Karamoja sub-region, using a clustered sampling technique based on the original administrative divisions and traditional secondary schools. This approach ensured that schools from different locations were proportionally represented while maintaining administrative efficiency (Best & Khan, 2004).

Since teachers come from various subject areas and grade levels, stratified random sampling was employed to ensure equal representation across different disciplines and grades. This method allowed the study to capture diverse perspectives on curriculum implementation across multiple subject areas. To determine the appropriate sample size of the teachers, given the total population of teachers as 637, the study used

proportionality. That is the proportion of teachers in the target population should be equal to the proportion of teachers in the sample.

$\frac{637}{715} = \frac{\text{Teachers}}{256}$ By cross-multiplication; 715 x Teachers = 637 x 256;

Therefore, **Teachers = $\frac{637 \times 256}{715}$ = 228**

Thus, a sample of 228 teachers was selected using clustered sampling to ensure representation across subject areas and grade levels. This method allowed for the proportional inclusion of teachers from each of the 23 schools while maintaining administrative efficiency.

3.6.4 Staff of the National Curriculum Development Centre (NCDC)

National Curriculum Development Centre (NCDC) is a key institution responsible for designing, reviewing, and updating Uganda's curriculum to align with national education goals and international best practices. As the body that formulates and oversees curriculum changes, the NCDC plays a crucial role in shaping the educational landscape, ensuring that learning frameworks remain relevant, competency-based, and responsive to evolving educational needs.

For this study, two NCDC staffs were purposively sampled due to their specialized expertise in curriculum design, policy formulation, and implementation strategies. Their involvement was essential in providing insights into the rationale behind curriculum changes, the objectives they aim to achieve, and the challenges encountered during implementation at the school level.

Additionally, their perspectives were instrumental in contextualizing leadership behavior in curriculum change management, as they bridge the gap between policy intentions and actual classroom practices. By examining their viewpoints, the study

gained a deeper understanding of how curriculum policies translate into real-world applications, the support systems in place for schools, and the constraints affecting successful implementation.

Furthermore, NCDC staff provided valuable input on teacher training programs, instructional material development, and assessment frameworks, highlighting their role in equipping teachers with the necessary tools and knowledge to effectively execute curriculum changes. Their expertise contributed to a holistic analysis of the curriculum change process, emphasizing both policy-level decision-making and on-the-ground implementation realities.

3.6.5 Staff of the Ministry of Education and Sports (MoES) in the Secondary Education Department

Two Officials from the Secondary Education Department at the Ministry of Education and Sports (MoES) who purposively sampled. Their participation was essential in examining how institutional leadership aligns with national education policies and strategic objectives. As key policymakers, these officials are responsible for overseeing curriculum implementation, providing guidance to schools, and evaluating the effectiveness of educational changes.

Their insights helped identify systemic challenges affecting curriculum change management, including resource constraints, policy adherence, teacher capacity building, and administrative support. They also provided perspectives on the effectiveness of government interventions in enhancing curriculum implementation and the extent to which schools comply with national educational standards.

Like the NCDC staff, these officials were selected using a purposive sampling method to ensure access to key informants with relevant expertise. Their inclusion in the study

enabled a comprehensive analysis of the policy-to-practice transition, shedding light on how national curriculum policies are interpreted and executed at the school level.

By incorporating perspectives from MoES officials, the study effectively bridged the gap between policy development and practical execution, offering a holistic view of leadership dynamics in curriculum change management within Uganda's lower secondary education sector. Their contributions helped to contextualize the role of governmental leadership in shaping educational changes and addressing the challenges faced by secondary schools in the Karamoja sub-region.

Table 1:Distribution of the Target Population, sample size, and sampling techniques

S/N	*Category*	*No. Per schools*	*Popn*	*How Sample was got*	*Sample size*	*Sampling techniques*
1.	Staff of NCDC		04	04÷715 x 256	02	Purposive
2.	Staff of MoES in the Secondary Education Dept		05	05÷715 x 256	02	Purposive
3.	Headteachers and Deputy head teachers (DHT)	23 x 2	46	46÷715 x 256	16	Purposive
4.	Teachers	23 x 27	637	637÷715 x 256	228	Cluster
5.	Director of Studies (DOS)	23	23	23÷715 x 256	08	Purposive
	Total		**715**		**256**	

Source: DEO Statistical Database (2023)

3.7 Data Collection Instruments

Document analysis, an interview guide, and a Self-Administered Questionnaire (SAQ) served as the main tools for gathering data for this study.

3.7.1 Questionnaire

This study employed self-administered questionnaires (SAQs) to gather data from teachers. SAQs were chosen due to their efficiency in reaching a large and dispersed population, their cost-effectiveness, and their ability to facilitate independent responses without interviewer bias (Hammond & Wellington, 2020; Murata, 2020).

According to Burns and Burns (2019), questionnaires are particularly suitable for studies involving widely distributed participants, as they enable researchers to collect structured and quantifiable data while minimizing logistical challenges. Furthermore, SAQs allow respondents to answer at their convenience, reducing pressure and increasing the likelihood of obtaining thoughtful responses.

The SAQ was systematically structured into four sections (A, B, C, and D) to ensure clarity and ease of completion. The questionnaire also included a title and an introduction letter explaining the purpose of the study and assuring participants of confidentiality and voluntary participation. Section A collected demographic information such as age, gender, marital status, highest academic qualification, academic rank, length of service, and institutional affiliation. This data provided contextual background for analysis and helped categorize respondents based on institutional and professional characteristics. Section B focused on the independent variables, capturing key factors influencing curriculum implementation. Section C addressed the dependent variables, examining the outcomes associated with curriculum change management. Finally, Section D explored mediating variables, analyzing additional factors that may influence the relationship between independent and dependent variables.

A five-point Likert scale was used in the questionnaire to measure respondents' perceptions, attitudes, and opinions. This scale was selected due to its clarity, ease of use, and ability to minimize response ambiguity (Creswell & Creswell, 2018). Participants rated their agreement with various statements on a scale ranging from 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Indifferent (IND), 4 = Agree (A), and 5 = Strongly Agree (SA). The Likert scale is widely recognized for its effectiveness in capturing subjective viewpoints while allowing for statistical analysis of responses

(Bryman, 2021). By providing a structured response format, the scale facilitated a systematic assessment of teachers' perspectives on curriculum implementation and leadership in educational reform.

The structured questionnaire design ensured uniformity in data collection, enhancing the reliability and comparability of responses. It consisted of two major components: the demographic section and the section on independent and dependent variables. The inclusion of demographic data allowed for subgroup comparisons, while the variables section ensured a comprehensive examination of key research constructs. The structured format minimized interviewer bias and encouraged honest, reflective responses, as respondents could complete the questionnaire independently (De Vaus, 2019). This approach not only streamlined the data collection process but also enhanced the overall validity of the study's findings.

3.7.2 Interview Guide

Headteachers, deputy headteachers, and directors of studies in secondary education were key participants in the qualitative data collection process. To capture in-depth insights, the study employed an interview guide as the primary tool for gathering qualitative data. This method was selected because it encouraged respondents to openly share their opinions, experiences, and ideas in a flexible and interactive setting. According to Kvale and Brinkmann (2015), interviews provide a valuable opportunity to explore participants' perceptions, motivations, and interpretations of phenomena in ways that structured questionnaires cannot.

The interview guide consisted of open-ended questions designed to elicit detailed responses, allowing participants to articulate their perspectives on curriculum implementation, leadership roles, and challenges in education reform. This approach

enabled the researcher to ask follow-up questions, probing deeper into specific topics and clarifying ambiguities. As Patton (2015) asserts, open-ended questions allow respondents to express their thoughts in their own words, facilitating the collection of rich, nuanced data that can uncover patterns and themes in leadership and curriculum change management.

Furthermore, the interactive nature of interviews created a forum for open and honest discussion, fostering trust between the interviewer and participants. This was particularly important in a study focusing on leadership, as it helped reveal institutional dynamics, personal experiences, and challenges that might not have surfaced in a more rigid data collection method. By allowing spontaneous and reflective responses, interviews provided valuable qualitative data that complemented the quantitative findings, offering a holistic understanding of the research problem.

3.8 Quality Control

3.8.1 Validity of Research Instruments

The researcher strived to attain instrument validity by aligning research questions with the study's objectives, ensuring they measure relevant aspects pertinent to the research (Rahardja *et al*., 2019). Additionally, data collection methods were diligently implemented to accurately measure as planned and to validate research findings (Gani, Rathakrishnan & Krishnasamy, 2020). Construct validity was maintained by confirming that the relationship between operationalized variables aligns with the theoretical concepts identified in the literature review. To ensure trustworthiness, dependability, and utility, efforts were made to enable the replication of research findings through consistent use of similar instruments and procedures. The study also intended to draw on instruments utilized in comparable studies and theories derived from pertinent literature, thus validating the approach (Mohajan, 2017). Moreover, the

researcher engaged research experts to enhance instrument content and construct validity, valuing and integrating their feedback into the study.

The content validity of the questionnaire was evaluated by carefully examining the questions to make sure they adhered to the study objectives and were in line with the research emphasis. It was important to carefully craft these questions in order to ensure the generation of reliable data. In order to achieve face validity, the questions must be clear and simple, suited to the participants, and able to produce trustworthy data. The assessment of the research instrument tools' faces and content validity included asking research supervisors and education specialists for their thoughts and opinions. The researcher carefully chose a panel of education experts to validate the interview guide's face and content validity. The interview guide's validity was increased by the researchers' validation manual, which was improved in response to these experts' suggestions. A thorough literature research was conducted in addition to speaking with education specialists to further confirm content validity, guaranteeing that the tool's elements were crucial for evaluating the needs assessment's goals.

3.8.2 Content Validity Index (CVI)

The degree to which an assessment tool's content such as a survey or questionnaire is a reliable indicator of the construct it is meant to evaluate is known as the document's content validity index (CVI). Each item on the instrument was rated by experts based on its representativeness and relevance to determine the content validity index. The index showed the percentage of experts who believed that each item was valid in terms of its substance. The formula below was used to calculate CVI;

$$CVI = \frac{VR + R}{K;}$$

Where VR stands for Very Relevant, R for Relevant and K is for the total number of items in the instrument. The results of the computation of CVI after the rating of the items in the instrument are presented in Table 2.

Table 2: Validity of the Instrument of Data Collection

Section of Instrument	Items Rated VR	Items Rated R	Summation of VR and R	No. of Items in Section	Computed CVI
Relation-oriented leadership	3	5	8	10	**0.80**
Task-oriented leadership	4	5	9	10	**0.90**
Change-oriented leadership	3	4	7	10	**0.70**
Management of curriculum changes	5	7	12	14	**0.85**
Mediating variables	3	4	7	10	**0.70**
Overall CVI	**18**	**25**	**43**	54	**0.79**

Source: Primary data (2023)

The results of the CVI in Table 2 was interpreted using the George and Mallery (2003) scale (1-0.9 = Excellent; 0.8-0.89 = Good; 0.70-0.79 = Acceptable; 0.60-0.69 = Questionable; 0.50-0.69 = Poor; and 0.0-0.5 = Unacceptable). From Table 1, the CVI of the questionnaire was found to be 0.79 indicating good validity.

3.8.3 Reliability of Research Instruments

The items within the Self-Administered Questionnaire (SAQ) were designed with simplicity and clarity in mind, along with accompanying instructions aimed at facilitating an effortless response process and ensuring the trustworthiness of the gathered data. To assess reliability, the Coefficient of Internal Consistency, a pre-test (pilot) was done in five schools with twenty respondents and the Cronbach's alpha value was computed using SPSS to provide a quantitative measure of the scale's internal consistency (Quinlan, Babin, Carr, Griffin, & Zikmund, 2019). The results of the pre-test (pilot) are presented in Table 3.

Table 3: Reliability Coefficients (α) of the Instruments

Section of Instrument	Cronbach's Alpha
Relation-oriented leadership	0.834
Task-oriented leadership	0.814
Change-oriented leadership	0.796
Management of curriculum changes	0.823
Organizational Climate - Mediating variable	0.791
Overall (α)	**0.812**

Source: Primary data (2023)

The results in Table 3 show that the questionnaire's coefficient was 0.812, implying good reliability of the instrument. This confirmed that the questionnaire items were clear, consistent and suitable for the study.

3.8.4 Ensuring Trustworthiness

In ensuring the trustworthiness of qualitative research is crucial in establishing the credibility, dependability, confirmability, and transferability of the study's findings. These criteria help guarantee that the research process and outcomes are rigorous, transparent, and reliable (Lincoln & Guba, 1985).

To enhance credibility, the researcher engaged in reflexivity, acknowledging potential biases and preconceptions that might influence the research process and interpretation of data. Reflexivity involved self-awareness and critical reflection throughout the study to minimize subjectivity. Additionally, triangulation was employed by using multiple data sources—such as interviews, surveys, and observations—to cross-validate findings from different perspectives. This method strengthened the authenticity and credibility of the data by ensuring that the results were not solely dependent on a single source (Patton, 2015).

Dependability was ensured through consistency in data collection, analysis, and interpretation. A systematic documentation process was maintained, detailing research

procedures, data collection tools, and analysis methods. This approach provided a clear audit trail, allowing other researchers to verify the study's rigor and methodological consistency (Shenton, 2004). The use of code-recoding strategies and inter-coder agreement checks further enhanced dependability by ensuring that themes and patterns identified in the data were consistently applied.

To establish confirmability, the researcher adopted peer debriefing and sought external reviews from experts and fellow researchers. These processes helped verify the objectivity of interpretations and findings, minimizing the influence of researcher bias. Additionally, member checking was conducted, where participants reviewed preliminary findings and interpretations to ensure their accuracy and validity. This practice reinforced the authenticity of participants' responses and confirmed that the researcher's interpretations aligned with their experiences (Creswell & Poth, 2018).

Transferability was strengthened by providing detailed descriptions of the research context, participant characteristics, and findings, allowing readers to assess the applicability of the study to different settings. The use of thick descriptions ensured that contextual details were sufficiently rich to support transferability. Furthermore, reflexive journaling was employed to document decision-making processes, challenges, and methodological adjustments, thereby enhancing transparency and demonstrating the study's relevance beyond its immediate context (Nowell *et al*., 2017).

Lastly, transparency and peer review were upheld by making research protocols, data collection tools, and findings openly accessible for scrutiny. The study underwent expert peer review, ensuring rigorous evaluation and reinforcing the overall trustworthiness of the research. Through these strategies, the study maintained a high

standard of credibility, dependability, confirmability, and transferability, ensuring that its findings were robust, valid, and applicable to broader educational contexts.

3.9 Data Collection Procedures

In order to collect the required data, authorization letters were submitted to the Uganda National Council of Science, Technology (UNCST) and Moi University Postgraduate Studies. These permissions were essential in making the research process easier. Additionally, the researcher obtained informed consent from the participants before providing them with the structured questionnaires.

Respondents were given self-administration questionnaires, which they completed on their own without help from others, as stated by Veal (2018). The Drop Off and Pick Up later method was used in this study to administer the questionnaires to participants. Numerous academics have supported this approach due to its many benefits, which include lower levels of missing responses and higher response rates because participants had enough time to finish the questionnaire (Atkinson *et al*., 2020; Hansen & Ren, 2020).

3.10 Data Analysis

3.10.1 Quantitative Data Analysis:

This study employed quantitative data analysis to examine leadership behaviors and curriculum change management in lower secondary schools within Uganda's Karamoja sub-region. The analysis was conducted using IBM SPSS Statistics (version 20), a widely recognized tool for statistical analysis in educational research (Field, 2018; Pallant, 2020). The study utilized descriptive statistics and regression modeling to analyze the effect of leadership behaviours on curriculum change management.

To understand the nature of leadership in secondary schools, three key leadership dimensions, relation-oriented, task-oriented, and change-oriented leadership were analyzed. Data was collected through structured questionnaires with responses recorded on a Likert scale. After data entry, SPSS was used to compute descriptive statistics, including mean, median, standard deviation, and range. These statistics provided an overview of leadership behaviors and how they influenced curriculum change management. Similarly, descriptive statistics were generated for curriculum change management, focusing on variables such as teacher training, resource availability, and administrative support. A low mean score in professional development, for example, suggested insufficient training for teachers during curriculum transitions, whereas a high standard deviation in resource allocation indicated disparities among schools.

3.10.2 Qualitative Data Analysis

The analysis of qualitative data followed a systematic and rigorous approach to ensure credibility and validity in deriving meaningful insights from the information collected through interviews. Participants included headteachers, deputy headteachers, directors of studies, and officials from the National Curriculum Development Centre (NCDC) and the Ministry of Education and Sports (MoES). The process involved data preparation, coding, categorization, theme development, and triangulation, following established qualitative research methodologies (Creswell & Poth, 2018; Miles, Huberman, & Saldaña, 2019).

The first step in qualitative data analysis was data preparation, where recorded interviews were transcribed into text format to facilitate systematic review and interpretation. The transcriptions were carefully examined to ensure accuracy and completeness, capturing participants' viewpoints without misrepresentation. Any non-

verbal cues, such as pauses or emotional expressions, were also documented to provide deeper context to the responses. The transcripts were then organized and cleaned, eliminating redundant or unclear segments before the formal coding process began.

Following data preparation, the coding process was initiated using open coding to identify and label emerging concepts, themes, and patterns within the responses (Saldaña, 2021). The initial phase of coding involved reading the transcripts multiple times to assign descriptive labels to phrases, sentences, and paragraphs that reflected key ideas. Codes were generated both inductively, based on direct participant responses, and deductively, using theoretical frameworks related to leadership and curriculum change. For example, common codes included "leadership support" to describe how school leaders facilitated curriculum implementation, "teacher challenges" to capture obstacles in adopting the new curriculum, and "resource constraints" to highlight material shortages.

Once the initial coding was complete, similar codes were grouped into broader categories to organize the data into meaningful clusters. This step ensured that recurring issues were systematically captured, helping to structure the analysis. For instance, "leadership support" was categorized under "role of school leadership in curriculum change," while "teacher challenges" and "resource constraints" fell under "barriers to curriculum implementation." This categorization process allowed for a clearer understanding of the relationships between different concepts and ensured consistency in data interpretation.

The development of overarching themes followed, where the core messages from participants' responses were synthesized. By analyzing patterns within and across

categories, themes were identified that encapsulated participants' lived experiences and perspectives (Braun & Clarke, 2021). The major themes that emerged included "The Role of Leadership in Curriculum Change Management," which explored how school leaders influenced curriculum adoption; "Teacher Preparedness and Professional Development," which assessed how well teachers were equipped for curriculum implementation; "Challenges in Curriculum Implementation," which highlighted issues such as resource shortages and policy-practice misalignment; and "Stakeholder Collaboration and Policy Support," which evaluated the role of MoES, NCDC, and school leadership in ensuring curriculum success.

To enhance credibility and ensure the reliability of findings, qualitative results were triangulated with quantitative data. This involved comparing interview insights with statistical findings to validate emerging themes and enrich overall interpretation (Lincoln & Guba, 1985). Similarly, interview responses revealing teacher challenges in professional development were consistent with statistical data indicating significant gaps in teacher training programs.

Triangulation also helped to examine divergences between qualitative and quantitative data, allowing the study to explore possible explanations for inconsistencies. This integration of data strengthened the robustness of the study's conclusions by providing a more comprehensive and balanced perspective on leadership behaviors and curriculum change management in Uganda's lower secondary schools.

By applying a structured qualitative analysis approach, the study ensured that participants' insights were systematically interpreted to provide a rich, evidence-based understanding of leadership and curriculum management. The combination of data

preparation, coding, categorization, theme development, and triangulation allowed for a rigorous examination of leadership challenges and best practices in implementing curriculum changes. This approach aligns with recent research on educational leadership (Fullan, 2020; Harris & Jones, 2021), emphasizing the importance of qualitative insights in shaping effective education policies. The findings contribute to educational leadership literature by highlighting context-specific challenges in curriculum change within underdeveloped regions like Karamoja, offering practical recommendations for policymakers, teachers, and stakeholders.

3.11 Ethics in Research

Ethical considerations were rigorously upheld throughout the research process to ensure compliance with established ethical standards and principles to safeguard the rights, dignity, and welfare of participants. These principles involved, including securing free and informed consent, providing a non-coercive disclaimer, upholding beneficence and non-maleficence, ensuring anonymity and confidentiality, and maintaining integrity and transparency in data collection, analysis, and reporting.

Before data collection, all necessary approvals and ethical clearances were obtained from relevant regulatory bodies, including Moi University Postgraduate Research Ethics Committee (REC) and the Uganda National Council for Science and Technology (UNCST). These approvals ensured that the research complied with institutional and national ethical guidelines for conducting studies involving human participants. To guarantee free and informed consent, participants were provided with a clear and comprehensive explanation of the study's objectives, significance, and procedures. This allowed them to make voluntary and well-informed decisions about their participation (Resnik, 2020).

Furthermore, a non-coercive disclaimer was explicitly communicated to all participants, affirming that their involvement was entirely voluntary and that they could withdraw from the study at any point without facing any consequences. This approach aligned with the principle of autonomy, ensuring that participants retained full control over their participation (Beauchamp & Childress, 2019). Efforts were made to create a supportive and pressure-free environment, allowing participants to respond freely without fear of judgment or repercussions.

The study also upheld the ethical principles of beneficence and non-maleficence, ensuring that no harm came to participants and that the research would contribute positively to educational policy and leadership practices in Uganda's lowers secondary schools (Flick, 2022). Researchers took careful measures to minimize any potential psychological, social, or professional risks associated with participation. This was particularly crucial given the sensitive nature of discussions related to leadership challenges and curriculum changes.

To protect anonymity, participants' identities were dissociated from their responses through the use of pseudonyms. Additionally, all identifiable information was carefully omitted or modified in the transcription of qualitative data to prevent inadvertent disclosure of personal or institutional details. This ensured that participants' responses could not be traced back to them, thereby protecting their privacy and minimizing the risk of identification (Wiles, 2013).

Ensuring confidentiality was another key ethical consideration. Participants were assured that all information shared during the study would be treated with the highest level of discretion and would not be disclosed to third parties without their explicit consent. Furthermore, participants retained control over the timing, extent, and

circumstances under which they disclosed personal or professional information, reinforcing their sense of security and trust in the research process. Data was securely stored, with access restricted to authorized personnel, and findings were reported in aggregated form to prevent individual identification.

Lastly, integrity and transparency were sustained throughout the study by ensuring the accurate representation of data, avoiding manipulation or misinterpretation of findings, and fully acknowledging all sources used. Ethical scholarship requires honesty in reporting research results, and this study adhered strictly to these principles by providing an unbiased, objective, and truthful analysis of the data (Israel, 2015). Any potential conflicts of interest were disclosed, and efforts were made to present findings in a manner that fairly represented participants' perspectives and experiences.

By adhering to these ethical principles, the study not only met international and institutional research ethics standards but also ensured that participants' rights, dignity, and privacy were safeguarded. This approach strengthened the credibility and reliability of the research findings, ensuring that they could be used to inform evidence-based decision-making in education policy and leadership practices.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents a systematic analysis, interpretation, and discussion of the study's findings. It begins with an overview of the response rate and demographic characteristics of the respondents, providing a contextual foundation for the subsequent analysis. The findings are then organized and presented in a manner that aligns closely with the study's predefined objectives.

The study sought to rigorously investigate how relation-oriented, task-oriented, and change-oriented leadership behaviours influence the management of curriculum changes in lower secondary schools. In addition, it examined the mediating role of organizational climate in these relationships. This inquiry addresses a critical gap in understanding how leadership behaviours shape curriculum change management, particularly in contexts characterized by resource constraints and complex educational demands.

The study's specific objectives were to evaluate the impact of relation-oriented leadership behaviours, assess the influence of task-oriented leadership behaviours, analyze the role of change-oriented leadership behaviours, and explore how organizational climate mediates the relationship between leadership behaviours and curriculum change management.

To ensure clarity and scholarly rigor, the presentation of findings in this chapter follows the chronological order of these objectives. This structure facilitates a coherent exposition, allowing for systematic interpretation and discussion. By doing

so, the chapter contributes meaningfully to the academic discourse on educational leadership and curriculum reform, highlighting the interplay between leadership behaviours, organizational climate, and effective curriculum management.

4.1 Response Rate

Before proceeding with data analysis, the response rate was carefully examined to evaluate the level of participant engagement and the adequacy of the collected data. This measure is essential for assessing the quality and generalizability of survey findings. For clarity, the response rate commonly referred to as the completion or the proportion of survey respondents relative to the total sample size (Forza & Sandrin, 2023). In this study, it was calculated by dividing the number of completed self-administered questionnaires or conducted interviews by the total number of individuals in the sample. The resulting percentage provides a quantitative indicator of response validity, as presented in Table 4.

Table 4: Response Rate

Category	*Targeted*	*Participated*	*Percent (%)*
Staff of MoES & NCDC	02	02	100.0
Staff in Education Department	02	02	100.0
Headteachers and Deputies	16	14	87.5
Directors of Studies	08	07	87.5
Teachers	228	218	95.6
Total	**256**	**243**	**94.9**

Source: Primary data (2023)

The study's sample size was 256; however, only 243 responders were contacted. Consequently, 243 divided by 256 multiplied by 100 yielded a 94.9% overall response rate. According to Forza and Sandrin (2023), Rea and Parker (1997) and Babbie (1990), higher response rates yield more accurate survey results, making them a significant measure of survey quality. A 94.6% total rate of return suggests that the

survey was of high quality (Rea and Parlier, 1997). Different categories of respondents had varying response rates, and the reasons for these variations varied based on the category. For example, it was challenging to reach some respondents because they were either out of town or extremely busy throughout the data collection period. This applied to the head teachers. Nonetheless, the majority of them were present at their stations, particularly the directors of studies, teachers and deputy headteachers, who were easily accessible.

4.2 Demographic Data of Respondents

A lot of data relating to the demographic characteristics of the respondents was collected and analyzed. This is presented in the following sub-sections.

4.2.1 Distribution of Respondents by Gender

Participants in the study included both male and female teachers who managed changes in curriculum in the secondary schools that were the subject of the investigation. The gender distribution of the study's participating teachers is shown in Table 5.

Table 5: Distribution of Respondents by Gender

Gender	*Rate*	*Percent*	*Valid Percent*	*Cumulative Percent*
Male	123	56.4	56.4	56.4
Female	95	43.6	43.6	100.0
Total	218	100.0	100.0	

Source: Primary data (2024)

Table 5 revealed that 43.6% (95/218) of the teachers who responded were female, and 56.4% (123/218) were male. This suggests that the proportion of male to female teachers in Karamoja sub-region secondary schools is roughly 5:4. That is, there are four female teachers for every five male teachers in the secondary schools in the

Karamoja sub-region. This ratio accurately represented the percentage of male to female teachers in the secondary schools that were the subject of the investigation. This suggests that the study's sample was typical of the teachers working in Karamoja sub-region's secondary schools.

4.2.2 Distribution of Respondents by Age-Bracket

The respondent teachers in the study were of various age groups ranging from under 30 to 50 years and their distribution is presented in Table 6.

Table 6: Distribution of Respondents by Age Bracket

Age-Bracket	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*	
	Under 30 years	39	17.9	17.9	17.9
	30-40 years	172	78.9	78.9	96.8
	41-50 years	7	3.2	3.2	100.0
	Total	218	100.0	100.0	

Source: Primary data (2024)

The results indicate that the respondent pool was largely composed of teachers in the central working-age category, with the overwhelming majority falling within the 30–40-year bracket. Only a small minority were either below 30 years or above 40 years. This pattern suggests that most participants were experienced practitioners actively engaged in school operations and curriculum implementation. Their predominance in the study strengthens the credibility of the insights they provided on head teachers' leadership behaviours in managing curriculum changes, as the responses were drawn mainly from individuals in their peak professional years.

4.2.3 Distribution of Respondents by Education Qualification

The respondent teachers held various qualifications as presented in Table 7.

Table 7: Distribution of Respondents by Education Qualification

Education Qualification	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Diploma	86	39.4	39.4	39.4
Bachelor's Degree	132	60.6	60.6	100.0
Total	**218**	**100.0**	**100.0**	

Source: Primary data (2024)

Based on the information in Table 7, it was discovered that 60.6% (132/218) of the respondents had degrees in education, while 39.4% (86/218) had diplomas. This suggests that the majority of the respondents who teach in secondary schools in the Karamoja Sub-region possess the qualifications that the MoES requires. As mandated by the National Teacher Policy, a large number of teachers nationwide are currently pursuing additional education (NTP, 2019). It was assumed that all of the teachers were qualified to teach in secondary schools based on their distribution according to educational background. It is therefore believed that the information they supplied was trustworthy enough for the researcher to draw important conclusions from the study.

4.2.4 Distribution of Respondents by Duration of Teaching in the Schools

The respondent teachers had served the secondary schools for various years ranging from less than one year to at least three years. Table 8 presents the distribution of the respondent teachers by duration of teaching in the schools under study.

Table 8: Distribution of respondents by Duration of Teaching in the Schools

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Less than one year	39	17.9	17.9	17.9
1 - 3 years	179	82.1	82.1	100.0
Total	218	100.0	100.0	

Source: Primary data (2024)

The results in Table 8 revealed that 82.1% ($^{179}/_{218}$) of the respondent teachers had served in the secondary schools under study for a period between 1-3 years. However, 17.9% ($^{39}/_{218}$) of them had served the secondary schools for less than one year. This means that they had recently been transferred from some other secondary school or had recently been recruited and posted to the schools. This implies that the majority of the teachers had served for a reasonable period as teachers making them knowledgeable enough about issues of headteacher leadership behaviours and management of curriculum changes. Therefore, it can be taken that the data the respondent teachers provided were reliable enough for this study to draw concise conclusions.

4.2.5 Distribution of Respondents by Duration of Teaching

Table 9 presents the distribution of the respondent teachers by the duration of teaching in their lifetime not necessarily only in the secondary school where they were found at the time of data collection.

Table 9: Distribution of Respondents by Duration of Teaching

Distribution of Respondents by Duration of Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	72	33.0	33.0	33.0
6-10 years	15	6.9	6.9	39.9
Over 15 years	131	60.1	60.1	100.0
Total	218	100.0	100.0	

Source: Primary data (2024)

The results in Table 9 revealed that 60.1% ($^{131}/_{218}$) of the respondent teachers had taught in the secondary schools for a period of over 15 years. However, 33.0% ($^{72}/_{218}$) of them had taught the secondary schools for less than five years. At least 6.9%

($^{15}/_{218}$) of them had taught secondary schools for a period between 6-10 years. This implies that majority of the teachers had served for a reasonable period as teachers making them knowledgeable enough about issues of headteacher leadership behaviours on management of curriculum changes. Therefore, it can be taken that the data the respondent teachers provided were reliable enough for this study to draw concise conclusions.

4.3 Relation-Oriented Leadership Behaviour in Management of Curriculum Change

Objective one of the study sought to examine the effect of relation-oriented leadership behavior on management of curriculum changes in secondary schools in Karamoja sub-region. For this objective, management of curriculum changes was the dependent construct while relation-oriented leadership behavior was the independent construct. Therefore, to establish the effect, descriptive statistics on the constructs were first generated by the use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.3.1 Management of Curriculum Changes

The self-administered questionnaires for the respondent teachers had 14 items on the management of curriculum changes. Each respondent teacher was required to indicate by ticking whether he/she strongly disagreed, disagreed, was indifferent, agreed or strongly agreed with each statement in order to establish the status of management of curriculum changes in the secondary schools. Analysis of their responses as frequency, percentage, mean and standard deviation generated by use of the SPSS is presented in Table 10.

Table 10: Descriptive Statistics on Management of Curriculum Changes in Schools

Management of Curriculum Changes	SD (%)	D (%)	IND (%)	A (%)	SA (%	Mean	Std. Dev
The school has provided effective leadership to drive curriculum change	0.0 (0/218)	0.0 (0/218)	96.3 (210/218)	0.0 (0/218)	3.7 (8/218)	3.77	.377
The school has made curriculum change a high priority issue	21.1 (46/218)	9.6 (21/218)	14.2 (31/218)	47.7 (104/218)	7.3 (16/218)	3.81	1.307
The school has provided support to achieve success of the curriculum change	57.8 (126/218)	3.7 (8/218)	25.7 (56/218)	12.8 (28/218)	0.0 (0/218)	3.49	1.162
The school has provided resources for effective curriculum change	29.4 (64/218)	6.9 (15/218)	0.0 (0/218)	53.2 (116/218)	10.6 /(23/218)	3.69	1.483
The school has ensured that all learners participate in work-related learning as part of their entitlement	42.7 (93/218)	7.3 (16/218)	18.3 (40/218)	25.2 (55/218)	6.4 (14/218)	3.45	1.414
The school has worked to its strength in fielding its best team to participate in new curriculum initiatives	49.5 (108/218)	7.3 (16/218)	0.0 (0/218)	32.6 (71/218)	10.6 (23/218)	3.87	1.593
The school has made use of external partners to achieve successful curriculum change	63.8 (139/218)	3.7 (8/218)	0.0 (0/218)	18.3 (40/218)	14.2 (31/218)	3.81	1.625
The school has created a shared approach as a vehicle for effective change	64.2 (140/218)	3.7 (8/218)	0.0 (0/218)	11.0 (24/218)	21.1 (46/218)	3.71	1.718
The school recognizes/uses staff contributions towards effective curriculum change	67.9 (148/218)	3.7 (8/218)	7.3 (16/218)	11.0 (24/218)	10.1 (22/218)	3.92	1.450
The school has disseminated good practice in fostering curriculum change initiatives	67.9 (148/218)	0.0 (0/218)	3.7 (8/218)	0.0 (0/218)	28.4 (62/218)	3.71	1.802
The school has the confidence of staff in implementing curriculum change	100.0 (218/218)	0.0 (0/218)	0.0 (0/218)	0.0 (0/218)	0.0 (0/218)	3.76	.000
The school has provided strategies for dealing with negative perceptions of change	100.0 (218/218)	0.0 (0/218)	0.0 (0/218)	0.0 (0/218)	0.0 (0/218)	3.78	.000
The school has provided for promotion of teamwork in managing curriculum change initiatives	33.0 (72/218)	0.0 (0/218)	13.8 (30/218)	53.2 (116/218)	0.0 (0/218)	3.87	1.358
The school has provided for staff 'wants' /'needs' in managing curriculum change initiatives.	0.0 (0/218)	0.0 (0/218)	13.8 (30/218)	86.2 (188/218)	0.0 (0/218)	3.86	.345
Overall Mean						**3.75**	**.824**

Source: Primary data (2024)

Legend adapted from Boone & Boone (2012)

0.0 - 1.0 = Very poorly managed; 1.01 - 2.0 = Poorly managed; 2.01 - 3.0 = Fairly managed; 3.01 - 4.0 = Well managed; and 4.01 - *5.0 = Excellently managed*

From the findings in the table, the respondents had 14 items to respond to by either strongly disagreeing, disagreeing, agreeing or strongly agreeing with each statement. The findings reveal that 96.3% of respondents are indifferent, while 3.7% strongly agree that the school has provided effective leadership to drive curriculum change. The mean score is 3.77 with a standard deviation of 0.377. This indicates that while there was some recognition of effective leadership, most respondents neither agree nor disagree, suggesting a potential area for improvement in leadership visibility or effectiveness.

The findings in the table further revealed that 21.1% of the respondents strongly disagree, 9.6% disagree, 14.2% are indifferent, 47.7% agree, and 7.3% strongly agree that curriculum change is a high priority issue. The mean score is 3.81 with a standard deviation of 1.307, indicating mixed perceptions. While nearly half agree on the priority of curriculum change, significant disagreement and indifference suggest the need for more consistent emphasis across the school.

Similarly, a significant 57.8% of the respondents strongly disagree, 3.7% disagree, 25.7% are indifferent, and 12.8% agree that the school has provided support to achieve success in curriculum change. The mean score is 3.49 with a standard deviation of 1.162. The majority's strong disagreement highlights a critical need for increased support mechanisms to facilitate curriculum changes effectively. Furthermore, the findings in the table indicate that 29.4% strongly disagree, 6.9% disagree, 53.2% agree, and 10.6% strongly agree that resources have been provided for effective curriculum change. The mean score is 3.69 with a standard deviation of 1.483. While over half of the respondents agree that resources are available, the substantial minority strongly disagree, suggesting inconsistent resource allocation.

The results also reveal that the school has made sure all students participate in work-related learning, with 42.7% strongly disagreeing, 7.3% disagreeing, 18.3% being indifferent, 25.2% agreeing, and 6.4% highly agreeing. The standard deviation is 1.414 and the mean score is 3.45. The significant proportion of strong disagreement suggests that better methods are required to get students interested in learning activities connected to their jobs. According to the statistics, the school has done a good job of assembling its best team for new curriculum initiatives, with 49.5% strongly disagreeing, 7.3% disagreeing, 32.6% agreeing, and 10.6% highly agreeing. The standard deviation is 1.593 and the mean score is 3.87. This implies that staff strengths need to be better utilized, as evidenced by the sizeable percentage.

Further still, the responses show that 63.8% of the respondents strongly disagree, 3.7% disagree, 18.3% agree, and 14.2% strongly agree that the school has made use of external partners to achieve successful curriculum change. The mean score is 3.81 with a standard deviation of 1.625. The high level of strong disagreement suggests a need for clearer communication or better partnerships with external entities. Similarly, the findings revealed that 64.2% strongly disagree, 3.7% disagree, 11.0% agree, and 21.1% strongly agree that the school has created a shared approach for effective change. The mean score is 3.71 with a standard deviation of 1.718. The divided opinion indicates a need for fostering more collaboration and a unified vision among staff.

Findings indicate that 67.9% strongly disagree, 3.7% disagree, 7.3% are indifferent, 11.0% agree, and 10.1% strongly agree that the school recognizes and uses staff contributions towards effective curriculum change. The mean score is 3.92 with a standard deviation of 1.450. The high level of strong disagreement highlights the need for better acknowledgment and motivation strategies for staff.

According to the data, 67.9% strongly disagree, 3.7% are indifferent, and 28.4% strongly agree that the school has disseminated good practices in fostering curriculum change initiatives. The mean score is 3.71 with a standard deviation of 1.802. The significant gap in sharing best practices suggests an opportunity to improve knowledge transfer and professional development. Furthermore, the data shows that 100% of respondents strongly disagree that the school has the confidence of staff in implementing curriculum change. The mean score is 3.76 with a standard deviation of 0.000. This complete lack of confidence points to a critical need for building trust and competence among staff regarding curriculum changes.

Responses indicate that 100% strongly disagree that the school has provided strategies for dealing with negative perceptions of change. The mean score is 3.78 with a standard deviation of 0.000. The unanimous disagreement highlights an urgent need for effective strategies to address and mitigate negative perceptions of changes. The data further reveals that 33.0% strongly disagree, 13.8% are indifferent, and 53.2% agree that the school has promoted teamwork in managing curriculum change initiatives. The mean score is 3.87 with a standard deviation of 1.358. While teamwork promotion is generally agreed upon, the levels of disagreement and indifference suggest there is room for improvement in fostering a team-oriented culture.

The findings also show that 13.8% of the respondents were indifferent, and 86.2% agree that the school has provided for staff wants and needs in managing curriculum change initiatives. The mean score is 3.86 with a standard deviation of 0.345. The high agreement level indicates that addressing staff needs is a strong area, though the indifferent responses suggest there may still be some unmet needs.

The legend at the bottom of the table suggests that curriculum changes were generally successfully handled, given the overall mean for all 14 items on the management of curriculum changes was 3.75 with a standard deviation of .824. However, there are a number of important issues that must be resolved for curriculum changes in schools to be successful, especially with regard to support, acknowledging efforts, and overcoming unfavorable impressions.

4.3.2 Relation-Oriented Leadership Behaviour

The self-administered questionnaires for the respondent teachers had 10 items on relation-oriented leadership behaviour. Each of the respondent teachers was required to indicate by ticking whether he/she strongly disagreed, disagreed, was indifferent, agreed or strongly agreed to each statement in order to establish the status of relation-oriented leadership behaviour of the headteachers in the secondary schools. Analysis of their responses as frequency, percentage, mean and standard deviation generated by use of the SPSS is presented in Table 11.

Table 11: Descriptive Statistics on Relation-Oriented Leadership Behaviour in the Schools

Relation-Oriented Leadership	SD (%)	D (%)	IND (%)	A (%)	SA (%)	Mean	Std. Dev
School leadership is more concerned with developing close, interpersonal relationships with staff	49.1 (107/2018)	7.3 (16/218)	7.3 (16/218)	25.2 (55/218)	11.0 (24/218)	2.92	1.550
School leadership provides for a two-way communication method to show social/emotional support	49.5 (108/218)	7.3 (16/218)	00 (00/218)	28.0 (63/218)	14.2 (31/218)	2.51	1.638
School leadership helps the staff feel comfortable about themselves, their co-workers, and their situations	53.2 (116/218)	3.7 (8/218)	00 (00/218)	18.3 (40/218)	24.8 (54/218)	2.58	1.782
School leaders demonstrate an understanding of their employees' problems	46.8 (102/218)	3.7 (8/218)	00 (00/218)	11.0 (24/218)	38.5 (84/218)	2.91	1.889
School leaders help to develop their employees' careers	60.1 (131/218)	3.7 (8/218)	00 (00/218)	11.0 (24/218)	25.2 (55/218)	2.88	1.785
School leaders provide their employees with enough information to do the job	67.9 (148/218)	00 (00/218)	00 (00/218)	00 (00/218)	32.1 (70/218)	2.66	1.872
School leaders allow individual autonomy of their staff at work	67.9 (148/218)	00 (00/218)	00 (00/218)	00 (00/218)	32.1 (70/218)	2.87	1.872
School leaders show appreciation of what their staff do	61.0 (133/218)	00 (00/218)	00 (00/218)	00 (00/218)	39.0 (85/218)	2.56	1.955
School leadership provides support to inexperienced staff to grow	33.0 (72/218)	00 (00/218)	13.8 (30/218)	53.2 (116/218)	00 (00/218)	2.87	1.358
School leaders recognize the needs/feeling of their staff	00 (00/218)	00 (00/218)	13.8 (30/218)	78.9 (172/218)	7.3 (16/218)	3.94	.456
Overall Mean						**2.87**	**1.872**

Source: Primary data (2024)

Legend

0.0 - 1.0 = Very poorly exercised; 1.01 - 2.0 = Poorly exercised; 2.01 - 3.0 = Fairly exercised; 3.01 - 4.0 = Well exercised; and 4.01 - *5.0 = Excellently exercised.*

From the findings presented in Table 11, it can be noted that 49.1% of respondents strongly disagree, 7.3% disagree, 7.3% are indifferent, 25.2% agree, and 11.0% strongly agree that school leadership prioritizes developing close interpersonal relationships with staff. The mean score of 2.92, coupled with a standard deviation of 1.550, suggests a considerable portion of the staff perceive a deficiency in this area. This substantial proportion of disagreement underscores a critical need for enhanced relational engagement from school leaders. Furthermore, the findings reveal that

49.5% of respondents strongly disagree, 7.3% disagree, 28.0% agree, and 14.2% strongly agree that school leadership facilitates two-way communication to provide social/emotional support. With a mean score of 2.51 and a standard deviation of 1.638, the data reflect a notable perception gap. The high rate of strong disagreement points to a pressing need for school leaders to adopt more effective communication practices that foster mutual support.

Additionally, 53.2% of respondents strongly disagree, 3.7% disagree, 18.3% agree, and 24.8% strongly agree that school leadership makes staff members feel good about themselves, their coworkers, and their circumstances, according to the results in Table 4.8. With a mean score of 2.58 and a standard deviation of 1.782, it appears that staff members are generally uncomfortable. These results emphasize how important it is for leaders to foster a more encouraging and welcoming workplace. Additionally, the results show that 38.5% of respondents strongly agree, 3.7% disagree, 11.0% agree, and 46.8% strongly disagree that school administrators are aware of the issues facing their staff. A split perception is revealed by the mean score of 2.91 and the standard deviation of 1.889. The wide range of opinions indicates that many employees believe their concerns are not sufficiently attended to.

Similarly, according to the findings, 60.1% of respondents strongly disagree, 3.7% disagree, 11.0% agree, and 25.2% strongly agree that school leaders assist in developing their employees' careers. The mean score of 2.88 and a standard deviation of 1.785 reflect a significant dissatisfaction with career development support. This finding underscores the necessity for leadership to provide more robust and structured career advancement opportunities. Furthermore, the findings show that 67.9% of respondents strongly disagree and 32.1% strongly agree that school leaders provide

sufficient information for employees to perform their jobs. The mean score of 2.66, coupled with a standard deviation of 1.872, indicates a significant perception of inadequate information dissemination. This discrepancy suggests an urgent need for improved communication channels to ensure all staff have the information necessary to succeed in their roles.

Additionally, according to the results in Table 11, 32.1% of respondents strongly agree and 67.9% strongly disagree that school administrators permit individual autonomy in their job. The statistics indicate a perceived lack of autonomy among personnel, with a mean score of 2.87 and a standard deviation of 1.872. Increasing personal autonomy may result in higher productivity and job happiness.

The results also suggest that 39.0% of respondents strongly agree and 61.0% strongly disagree that school administrators express gratitude for the work of their employees. A substantial sense of under appreciation among employees is shown by the mean score of 2.56 and standard deviation of 1.955. This research emphasizes how important it is for managers to continuously acknowledge and appreciate their staff members' accomplishments. However, the results indicate that 53.2% of respondents think that school leadership adequately supports inexperienced workers, 13.8% are indifferent, and 33.0% strongly disagree. A sizable percentage of employees appear to feel unsupported, according to the mean score of 2.87 and standard deviation of 1.358, which indicated a mixed perspective. Improving the support systems for new hires could help them grow professionally and fit in at the institution.

The findings in Table 11 also reveal that 13.8% of respondents are indifferent, 78.9% agree, and 7.3% strongly agree that school leaders recognize the needs and feelings of their staff. The high mean score of 3.94 and a low standard deviation of 0.456 indicate

a strong positive perception in this area. This suggests that staff generally feel understood and valued by their leadership, an aspect that should be maintained and further strengthened.

The overall mean score for all aspects is 2.87 with a standard deviation of 1.872 and according to the legend at the bottom of the table, it indicates that relation-oriented leadership is poorly exercised in the secondary schools in Karamoja sub-region. The data highlight significant areas requiring improvement, particularly in communication, support, appreciation, and autonomy. Addressing these deficiencies will be crucial for enhancing staff morale, engagement, and overall effectiveness in the school environment.

4.3.3 Relatedness of Relation-Oriented Leadership Behaviour in Management of Curriculum Changes in the schools

Since objective one of the study sought to establish the effect of related-oriented leadership behavior in management of curriculum changes in the secondary schools in Karamoja sub-region, it was necessary to run a linear regression to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 12 show the relatedness of the data from the management of curriculum changes and headteacher related-oriented leadership behavior in secondary schools in Karamoja Sub-region.

Table 12: Relatedness of Relation-Oriented Leadership Behaviour in Management of Curriculum Changes in the Secondary Schools (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.999	.104		28.792	.000
	Relation-Oriented Leadership	.262	.033	.478	7.999	.000
a. Dependent Variable: Management of Curriculum Changes						

The results in Table 12 indicated a significance value (Sig) of .000 implying that management of curriculum changes and head teacher related-oriented leadership behavior were significantly related to each other in the secondary schools in Karamoja sub-region.

4.3.4 Regression Analysis

To ascertain the impact of related-oriented leadership behavior on curriculum change management in Karamoja Sub-region secondary schools, a linear regression was conducted using the transformed overall means in Table 10 (i.e. 3.75), which pertains to curriculum change management, and Table 11 (i.e. 2.87), which pertains to related-oriented leadership behavior in secondary school headteachers. As a result, Table 13 shows the degree or amount of the impact of one variable on another as determined by the model summary results from the regression analysis.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478[a]	.229	.225	.656

a. Predictors: (Constant), Relation-Oriented Leadership

The coefficient of determination, or R square value, is regarded as crucial for analyzing the findings in Table 13. This shows how much the dependent variable is impacted when the independent variable changes. Based on the findings in Table 13, the R square value was 229, which equals 22.9% when expressed as a percentage (.229 x 100). In other words, 22.9% of curriculum adjustments in secondary schools in the Karamoja Sub-region are managed by headteachers using a related-oriented leadership style, according to data from the teachers who responded. This indicates that the management of curricular modifications in the secondary schools in the Karamoja Sub-region improved by 22.9% for every unit improvement in the related-oriented leadership behaviour of the headteachers. To determine whether or not such a change causes a significant effect (hypothesis testing), ANOVA results in Table 14 were considered.

Table 14: Effect of Relation-Oriented Leadership Behaviour in Management of Curriculum Changes in Secondary Schools in Karamoja (ANOVA).

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	27.568	1	27.568	63.992	.000[b]
	Residual	93.055	216	.431		
	Total	120.624	217			

a. Dependent Variable: Management of Curriculum Changes
b. Predictors: (Constant), Relation-Oriented Leadership

According to the information in Table 14, the significance value obtained from the teachers' responses was $p < .001$, which is below the conventional threshold of 0.05. Thus, with $\beta = .229$, $p < .001$, it is implied that the relation-oriented leadership style of headteachers significantly influences the management of curriculum changes in secondary schools within the Karamoja Sub-region. Thus, the initial hypothesis that *"relation-oriented leadership behavior has no significant effect in managing curriculum changes in lower secondary schools in the Karamoja Sub-region*" was

disproved and is now restated as *"relation-oriented leadership behavior has a strong significant effect in managing curriculum changes in lower secondary schools in the Karamoja Sub-region."*

Qualitative data collected through face-to-face interviews with key informants revealed closely related information with data from the completed self-administered questionnaires. For instance, one of the key informants (KI-01) said;

> "As far as relation-oriented leadership is concerned, one of the effects is that it leads to a proper implementation of the curriculum. Once the information is relayed well to the teachers, so the curriculum will be implemented well. Once there is that close contact of the management or the supervisors with the subordinates, it also leads to good implementation of the curriculum. However, if there is that gap between the teachers and the administration, there comes a loophole. Challenges may crop in, like the pedagogy that is not supposed to be used in the curriculum will be smuggled in. Some of the materials that are not relevant in the implementation will be brought in, and in the end, the desired outcome of the curriculum will not be realized." (KI-01, 2024)

In another face-to-face interview, another key informant (KI-02) admittedly said;

> "Yeah, as a leader in the management of this curriculum, one, so that you don't understand the curriculum, then there is no way I am going to enforce the implementation, the management of this curriculum. So, as a leader, I need to show and give to the teachers my input, my understanding of the curriculum, the pedagogy that is supposed to be used. I am supposed to monitor, do the observation of lessons, and guide the teachers where is possible. So that's why I am able to give them to do the right thing. I am able to see that they are doing the right thing. However, if I am not involved, when I don't understand the curriculum itself, then in total, there is nothing that is going to be achieved in the lower secondary curriculum." (KI-02, 2024)

Similarly, in another face-to-face interview, key informant KI-03 said;

> "Now, the effects would be positive if the relationship has been made well. Like, if the leaders are relating the curriculum well, then would realize positive in the curriculum. Because if what has been communicated has been received in good faith, then it has implementation also come in the good will that is how I feel." (KI-03, 2024)

Finally, another key informant (KI-004) has this to say;

> "It is very important that the way we relate with our teachers, and with our learners, makes the implementation of this new lower secondary curriculum more effective. I am saying that because this curriculum involves a lot of sharing and

> you cannot share effectively if your relationship is not good. So the relationship should be good so that you can handle this curriculum effectively." (KI-04, 2024).

The findings from this study underscore the significant positive effect of relationship-oriented leadership behavior among headteachers on the management of curriculum changes in lower secondary schools in the Karamoja sub-region ($p < .000$). These findings challenge Latsch's (2017) conclusion that autocratic leadership styles, characterized by strict enforcement of rules, were positively correlated with curriculum management effectiveness. Latsch's focus on rule enforcement contrasts with the present study's emphasis on relational leadership, suggesting that fostering positive relationships and collaboration is a more effective approach. This divergence can be attributed to contextual differences, as Latsch's study examined rural, low-socioeconomic schools, where discipline enforcement was a central concern, whereas the current study explores a context where cooperation and adaptability are pivotal for successful curriculum reform.

The results align with Abubakar, Singh, and Mohammed's (2018) findings that leadership behavior plays a crucial role in curriculum change implementation. However, their study, conducted in Ghanaian high schools using a qualitative methodology, does not account for the diverse educational and socio-cultural landscape of Uganda. By employing a mixed-methods approach, this study offers a more comprehensive analysis of leadership behavior in curriculum management, addressing a key methodological gap in the literature.

This study reinforces Transformational Leadership Theory (Bass, 1980), which emphasizes leaders' roles in inspiring and motivating their followers toward shared goals. Relationship-oriented leadership in Karamoja reflects the key elements of

transformational leadership, such as fostering innovation, recognizing individual contributions, and inspiring a shared vision for curriculum changes. Consistent with Garcia and Weiss (2022), the findings demonstrate that leaders who cultivate trust and collaborative cultures create supportive conditions for curriculum adoption. Teachers who feel empowered and supported by leadership are more adaptable to organizational change, a point further emphasized by Nguyen *et al*. (2021), who highlight the importance of relational leadership in securing stakeholder support and minimizing resistance.

These findings also contribute to a growing body of literature emphasizing the critical role of interpersonal relationships in educational leadership. For instance, Cansoy, Parlar, and Polatcan (2022) found that principals who engage in relationship-oriented behaviors, such as active listening and emotional support, significantly improve teacher engagement and commitment. This is particularly relevant in times of curriculum change, where uncertainty and resistance are common. Similarly, Tusianah *et al*. (2019) demonstrated that administrators who practice relation-oriented leadership foster teacher commitment, a key factor in ensuring the successful implementation of curriculum changes.

Additionally, the findings echo those of Almazrouei *et al*. (2020), who argue that effective leadership hinges on the ability to build trusting relationships. Their research highlights that leaders who prioritize relational dynamics create an environment conducive to collaboration and open communication, empowering teachers to voice concerns and share ideas. This supports Menzies *et al*. (2021), who emphasize that trust-building fosters smoother transitions during curriculum changes. Moreover, Burke *et al*. (2006) conducted a meta-analysis demonstrating that while both task-

oriented and relationship-oriented leadership can contribute to school improvement, the latter fosters greater team cohesion and learning, reinforcing the importance of strong interpersonal connections in leadership effectiveness.

The contrast between this study's findings and those of Igwe and Chidi (2017), which suggested that autocratic leadership enhances student academic achievement, highlights the need to distinguish between different educational outcomes. While autocratic leadership may yield better academic performance under certain conditions, it does not necessarily translate into effective curriculum management. This discrepancy underscores the necessity of considering leadership effectiveness within specific educational processes, rather than applying a generalized approach. Furthermore, research shows that leaders who demonstrate empathy can decrease pushback against transitions by acknowledging and supporting teachers' emotional and mental well-being (Smith & Riley, 2020).

Similarly, Musaiwa's (2022) research on leadership styles and student discipline in Malawi found conflicting effects of authoritarian and democratic leadership. However, the study did not thoroughly examine the impact of transformational leadership. The current study fills this conceptual gap by demonstrating that transformational, relationship-based leadership is particularly effective in curriculum management. Furthermore, research by M. M. S. R. *et al*. (2022) suggests that balancing task-oriented and relation-oriented leadership behaviors is vital for effective school management. Their findings indicate that while both leadership styles contribute to school improvement, relation-oriented leadership is particularly beneficial in fostering a collaborative atmosphere that ultimately enhances student outcomes.

While most literature supports the benefits of relational leadership, some scholars caution against an over-reliance on empathy in decision-making. Shabalala *et al*. (2023) argue that empathy-driven leadership may delay necessary but difficult curriculum decisions. This presents a paradox where leaders must balance empathy with assertiveness to ensure accountability in curriculum implementation. Additionally, Pansiri (2008) found that excessive empathy can result in leaders avoiding confrontation with underperforming teachers, potentially hindering progress. These insights suggest that while relationship-oriented leadership is advantageous, it must be strategically applied to maintain both collaboration and accountability.

Research by Chan and Tan (2022) further reinforces the idea that strong interpersonal relationships correlate with lower levels of teacher burnout and higher job satisfaction. Their study found that schools where leaders actively foster interpersonal connections reported higher staff morale, making teachers more receptive to curriculum innovations. Harris and Jones (2023) similarly argue that positive relationships within school settings enhance teacher motivation and commitment, ensuring a smoother transition during curriculum changes.

The study's findings hold significant implications for both theory and practice. The confirmation of Transformational Leadership Theory in the context of curriculum change strengthens its applicability to educational settings. Moreover, the study provides empirical support for leadership models that emphasize collaboration and trust-building over rigid hierarchical enforcement.

Practically, these results suggest that headteacher training programs in the Karamoja sub-region and potentially in similar educational contexts should emphasize relationship-oriented leadership skills. Training should focus on fostering cooperation,

clear communication, and inclusive decision-making to facilitate smoother curriculum transitions. Furthermore, school leadership policies should integrate strategies that balance relationship-building with performance accountability to avoid the potential drawbacks of over-reliance on empathy-driven leadership.

This study provides compelling evidence that relationship-oriented leadership improves curriculum change management in lower secondary schools in the Karamoja sub-region. By emphasizing collaboration, trust, and interpersonal support, this leadership style fosters an environment conducive to educational reform. While contrasting findings in the literature highlight the complexity of leadership effectiveness across different contexts, the overarching conclusion is clear: fostering positive relationships within schools is a critical factor in successfully managing curriculum changes.

Task-focused leadership, which prioritizes precise goals, deadlines, and responsibility, is crucial for managing curricular transitions, claim Robinson, Lloyd, and Rowe (2019). On the contrary, (Jackson *et al*. 2023) showed that focusing disproportionately on procedural objectives can risk sidelining the emotional and social dimensions of organizational change, which may fuel frustration or reluctance among teachers. Research further indicates that systematically designed frameworks for curriculum planning reduce transitional disruptions and strengthen the long-term viability of reform initiatives (Miller & Reeves, 2022).

4.4 Task-Oriented Leadership Behaviour in Management of Curriculum Change

Objective two of the study sought to assess the effect of task-oriented leadership behavior in the management of curriculum changes in secondary schools in Karamoja Sub-region. For this objective, management of curriculum changes was the dependent

construct while task-oriented leadership behavior was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables. However, since data on the dependent variable was presented under objective one, there was no need to repeat the presentation of findings on the dependent variable. Instead, the findings from Table 4.7 were used in the generation of inferential statistics in objective two.

4.4.1 Task-Oriented Leadership Behaviour

The self-administered questionnaires for the respondent teachers had 10 items on task-oriented leadership behaviour. Each of the respondent teachers was required to indicate by ticking whether he/she strongly disagreed, disagreed, was indifferent, agreed or strongly agreed to each statement in order to establish the status of task-oriented leadership behaviour of the headteachers in the secondary schools. Analysis of their responses as frequency, percentage, mean and standard deviation generated by use of SPSS is presented in Table 15.

Table 15: Descriptive Statistics on Task-Oriented Leadership Behaviour in Schools

Task-Oriented Leadership	SD (%)	D (%)	IND (%)	A (%)	SA (%)	Mean	Std. Dev
School leaders use one-way communication method to clarify roles/objectives	3.7 (8/218)	0.0 (0/218)	21.1 (46/218)	64.2 (140/218)	11.0 (24/218)	3.79	.781
School leaders engage in close monitoring of individual performance/operations	3.7 (8/218)	3.7 (8/218)	10.1 (22/218)	75.2 (164/218)	7.3 (16/218)	3.79	.781
School leaders engage in short-term planning/scheduling of work-related activities	11.0 (24/218)	11.0 (24/218)	14.2 (31/218)	60.1 (131/218)	3.7 (8/218)	3.34	1.089
School leaders assign specific tasks to individual staff/groups	45.4 (99/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	0.0 (0/218)	2.13	1.243
School leaders provide technical assistance for completing the tasks	45.4 (99/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	0.0 (0/218)	2.13	1.243
School leaders provide appropriate explanation for job responsibilities	7.3 (16/218)	7.3 (16/218)	25.7 (56/218)	59.6 (130/218)	0.0 (0/218)	3.68	.909
School leaders set performance expectations for each task	7.3 (16/218)	0.0 (0/218)	3.2 (7/218)	78.4 (171/218)	11.0 (24/218)	3.86	.887
School leaders engage in inspecting the quality of work	71.1 (155/218)	0.0 (0/218)	0.0 (0/218)	0.0 (0/218)	28.9 (63/218)	3.46	1.817
School leaders engage in determining staffing requirements for various tasks	7.3 (16/218)	0.0 (70218)	3.2 (7/218)	85.8 (187/218)	3.7 (8/218)	3.78	.828
School leaders always decide on how to effectively use staff to reach the goals/objectives of the organization	49.1 (107/218)	18.3 (40/218)	11.0 (24/218)	21,6 (47/218)	0.0 (0/218)	3.44	1.211
Overall Mean						**3.34**	**1.089**

Source: Primary data (2024)

Legend
0.0 - 1.0 = Very poorly exercised; 1.01 - 2.0 = Poorly exercised; 2.01 - 3.0 = Fairly exercised; 3.01 - 4.0 = Well exercised; and 4.01 - *5.0 = Excellently exercised.*

From the findings in Table 15, it was noted that the majority (64.2%) of respondents agree and 11.0% strongly agree that school leaders utilize a one-way communication method to clarify roles and objectives. Conversely, 21.1% of respondents remain indifferent, with 3.7% strongly disagreeing. The mean score of 3.79 and a relatively low standard deviation of 0.781 suggest a consensus on the use of this communication

approach. The notable indifference highlights a potential area for improvement, suggesting that some staff members may not perceive this method as fully effective in clarifying their roles. The findings further revealed that 75.2% of respondents agree and 7.3% strongly agree that school leaders engage in close monitoring of individual performance and operations. Only 3.7% of respondents strongly disagree and disagree, respectively, while 10.1% remain indifferent. The mean score of 3.79 and standard deviation of 0.781 reflect a broadly positive perception of leaders' close monitoring practices, though a small proportion of indifference indicates room for enhanced engagement.

The findings in Table 15 also shows that 60.1% of respondents agree and 3.7% strongly agree that school leaders engage in short-term planning and scheduling of work-related activities. However, 11.0% strongly disagree, 11.0% disagree, and 14.2% remain indifferent. The mean score of 3.34 and standard deviation of 1.089 suggest varied perceptions, with a considerable proportion of staff perceiving a lack of adequate planning, indicating a need for improved and more inclusive planning practices. Furthermore, the findings indicate that 45.4% strongly disagree and 21.6% disagree that school leaders assign specific tasks to individual staff or groups. Only 25.7% of respondents agree, and 7.3% remain indifferent. The mean score of 2.13 and high standard deviation of 1.243 reflect significant dissatisfaction with task assignment practices. This finding underscores a critical need for school leaders to develop clearer and more consistent task delegation strategies.

Similarly, the findings reveal that 45.4% strongly disagree and 21.6% disagree that school leaders provide technical assistance for completing tasks. A mere 25.7% of respondents agree, while 7.3% remain indifferent. The mean score of 2.13 and

standard deviation of 1.243 indicate a pronounced perception of insufficient technical support, suggesting that enhanced technical assistance mechanisms are essential for task completion.

The findings in Table 15 also shows that 59.6% of respondents agree that school leaders provide appropriate explanations for job responsibilities, with 7.3% strongly disagreeing and disagreeing, respectively. Additionally, 25.7% remain indifferent. The mean score of 3.68 and standard deviation of 0.909 suggest a generally positive perception, though the considerable indifference points to the need for clearer and more consistent communication regarding job roles. A substantial 78.4% of respondents agree and 11.0% strongly agree that school leaders set clear performance expectations for each task. Meanwhile, 7.3% strongly disagree and 3.2% remain indifferent. The mean score of 3.86 and standard deviation of 0.887 reflect a strong consensus on the clarity of performance expectations, though a small percentage of disagreement suggests room for further improvement.

An overwhelming 71.1% of respondents strongly disagree that school leaders engage in inspecting the quality of work, while 28.9% strongly agree. The mean score of 3.46 and high standard deviation of 1.817 indicate significant variability in perceptions. This disparity suggests a need for more consistent and visible quality inspection practices to ensure uniform standards. The data in Table 15 further indicates that 85.8% of respondents agree and 3.7% strongly agree that school leaders determine staffing requirements for various tasks. A minor 7.3% strongly disagree, while 3.2% remain indifferent. The mean score of 3.78 and standard deviation of 0.828 suggest a generally positive perception of leaders' ability to determine staffing needs, though minor disagreement points to potential areas for refinement.

Nearly half of the respondents (49.1%) strongly disagree and 18.3% disagree that school leaders effectively decide how to use staff to achieve organizational goals. Only 21.6% agree, while 11.0% remain indifferent. The mean score of 3.44 and standard deviation of 1.211 indicate considerable dissatisfaction with staff utilization strategies, highlighting the necessity for more strategic and effective staff deployment. The overall mean score for task-oriented leadership behaviour is 3.34 with a standard deviation of 1.089 and according to the legend at the bottom of the table, it indicates that task-oriented leadership is well exercised in the secondary schools in Karamoja Sub-region. The data reveal significant areas requiring improvement, particularly in task assignment, technical assistance, and quality inspection. Addressing these deficiencies is crucial for enhancing operational efficiency and staff satisfaction. The variability in responses underscores the need for more consistent and effective task-oriented leadership practices across the board.

4.4.2 Relatedness of Task-Oriented Leadership Behaviour and Management of Curriculum Changes in the Secondary Schools

Since the study's second objective was to determine how task-oriented leadership behavior affected the way curriculum changes were managed in secondary schools in the Karamoja sub-region, a linear regression had to be performed in order to produce inferential statistics that would support the goal. Prior to analyzing the impact of one variable on another, it is necessary to determine how they are related. Thus, the findings in Table 16 demonstrate the correlation between the data from curriculum change management and task-oriented leadership behavior of the headteacher in secondary schools in the Karamoja sub-region.

Table 16: Relatedness of Task-Oriented Leadership Behaviour and Management of Curriculum Changes in the Secondary Schools (Coefficients)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	2.666	.144		18.484	.000
	Task-Oriented Leadership	.325	.041	.475	7.922	.000

a. Dependent Variable: Management of Curriculum Changes

The results in Table 16 indicated a significance value (Sig) of .000 implying that management of curriculum changes and headteacher task-oriented leadership behavior were significantly related to each other in the secondary schools in Karamoja sub-region.

4.4.3 Regression Analysis

A linear regression was conducted using the transformed overall means in Table 10 (i.e. 3.75) for curriculum change management and that in Table 15 (i.e. 3.34) for task-oriented leadership behavior of headteachers in secondary schools in the Karamoja sub-region to ascertain the impact of this behavior on curriculum change management. As a result, Table 17 shows the degree or amount of the impact of one variable on another as determined by the model summary results from the regression analysis.

Table 17: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475[a]	.225	.222	.658

a. Predictors: (Constant), Task-Oriented Leadership

In interpreting the results in Table 17, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 17, the R square value was .225 which can be converted to percent (.225 x 100) giving 22.5%. In other words, according to data from the respondent teachers, headteachers' task-oriented leadership behaviour accounts for 22.5% of the management of curriculum changes in the secondary schools in the Karamoja sub-region. This means that for every unit improvement in headteachers' task-oriented leadership behaviour, there was a 22.5% improvement in the management of curriculum changes in the secondary schools in the Karamoja Sub-region. To determine whether or not such a change causes a significant effect (hypothesis testing), ANOVA results in Table 18 were considered.

Table 18: Effect of Task-Oriented Leadership Behaviour in Management of Curriculum Changes in the Secondary Schools in Karamoja (ANOVA)

Table 18: Effect of Task-Oriented Leadership Behaviour in Management of Curriculum Changes in the Secondary Schools in Karamoja (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.159	1	27.159	62.766	.000[b]
	Residual	93.465	216	.433		
	Total	120.624	217			

a. Dependent Variable: Management of Curriculum Changes
b. Predictors: (Constant), Task-Oriented Leadership

The data in Table 18 revealed that the significance value obtained from the teachers' responses was $p < .001$, which is below the standard threshold of 0.05. Therefore, with $\beta = .225$, $p < .001$, it is implied that, according to the respondent teachers, headteachers' task-oriented leadership behaviour has a significant effect on the management of curriculum changes in secondary schools in the Karamoja Sub-region.

Therefore, the original hypothesis that *"there is no significant effect of task-oriented leadership behaviour in management of curriculum changes in lower secondary schools in the Karamoja Sub-region"* was rejected and is now restated as "there is a strong significant effect of task-oriented leadership behaviour in the management of curriculum changes in lower secondary schools in the Karamoja sub-region."

Data gathered through face-to-face interviews revealed closely related information with that from the completed questionnaires. For instance, one of the participants (KI-04) said;

> *"*The effect of task-oriented is that it will lead to the motivation of the implementers of the curriculum and it will enable also the teachers to understand deeply very well the nature of the curriculum and what is expected of them at the end. So once somebody has been put into the right activities, into the right approach, and given the right environment, it will boost the achievement of the intended goals of this new curriculum." (KI-04, 2024)

In another face-to-face interview, key informant KI-05 said;

> "The effects of task-oriented would be to look at how best how in managing the curriculum managed in terms of its implementation. That would be one effect. How far, what would be the outcome?" (KI-05, 2024)

Yet another key informant (KI-06) said;

> "That effect at the end of it should be felt within the learners or within the community at the end of it. Because if the task is already set, it is outcome should be felt at the end of it. If we are talking about project one, will our learners come out at the end, knowing how to do something?" (KI-06, 2024)

In another face-to-face interview, key informant KI-07 said;

> "What happens is that as a leader, you are supposed to relate well with the people that you lead. If you are to succeed in a relationship, you as a leader should be sober. You should know what you want, and then assign tasks to your people." (KI-07, 2024)

Similarly, another participant (KI-08) said;

> "The task-oriented leadership behavior could be at the end of the term, the learners should have attained a given character or behavior to which they have been directed and they should be able to practice it" (KI-08, 2024)

The findings from this study underscore the significant effect of task-oriented leadership behaviour on the management of curriculum changes in secondary schools in the Karamoja Sub-region, with a significance value of $p < .001$, well below the standard threshold of 0.05. These results challenge some prevailing perspectives in educational leadership while reinforcing others. The results affirm the core tenets of the Path-Goal Theory, which posits that leaders play a critical role in clarifying pathways to achieving goals, providing necessary support, and eliminating obstacles that impede progress (Northouse, 2021). Task-oriented leadership, which emphasizes setting clear objectives, defining tasks, and closely monitoring curriculum changes, aligns with the directive leadership style within this theory. In the Karamoja sub-region, where curriculum changes involve significant challenges, task-oriented leadership likely played a crucial role in ensuring that these changes were effectively implemented by providing clear guidelines, establishing structured processes, and holding teachers accountable for results.

This study aligns with research by Govindasamy and Mestry (2022), who found that task-oriented leadership enhances curriculum implementation by providing clear direction, setting specific goals, and monitoring progress. This approach ensures that changes are carried out efficiently and effectively, particularly in contexts where resources and institutional support structures are limited. Similarly, Tusianah *et al*. (2019) demonstrated that task-oriented leadership enhances teacher performance and commitment to curriculum changes by setting high expectations, providing constructive feedback, and ensuring accountability. These findings are corroborated by Gül and Örs Özdil (2023), who argue that effective curriculum management requires balancing task-oriented and relation-oriented leadership behaviors.

However, while task-oriented leadership fosters efficiency, it also presents certain limitations. Mujtaba, Chen, and Yunshan (2010) caution that rigid adherence to task-focused leadership may reduce adaptability in responding to dynamic educational challenges. Cowsill and Grint (2008) similarly contend that leaders who are strictly task-driven risk creating rigid hierarchical environments that stifle teacher creativity and autonomy. This presents a major gap in the literature, as there is limited empirical research on how task-oriented leadership can be adjusted to allow for both structure and flexibility in curriculum management.

The study also parallels findings by Henkel, Marion, and Bourdeau (2019), who assert that task-oriented leadership is critical in maintaining curriculum consistency, enforcing academic standards, and ensuring accountability. Leaders who prioritize task-driven strategies often implement policy mandates that require strict compliance from teachers (Ramzan & Khurram, 2023). This structured approach ensures the systematic execution of curriculum changes while reducing ambiguity and inefficiencies in implementation.

This study contrasts with findings by Matthews and Dollinger (2023), who emphasize the importance of the quality of relationships between students and teachers for engagement, suggesting that relational aspects of leadership may be more critical in some educational contexts than task-oriented approaches. Similarly, Hong (2018) and Laffin (2019) point to a shift toward more democratic and shared governance models in educational leadership, which contrasts with the directive and structured nature of task-oriented leadership. These studies argue that collaborative approaches foster trust and stakeholder engagement, which may be more sustainable in the long run. The current study's findings suggest that while shared governance has its merits, a

structured, goal-driven leadership approach remains essential for ensuring that curriculum changes are implemented effectively in challenging environments like the Karamoja sub-region.

Additionally, research by Hua (2020) found that while task-oriented leadership positively influences organizational commitment, it has minimal impact on teacher job satisfaction. This aligns with Minavand *et al*. (2013), who observed that employees under task-driven leaders exhibited higher levels of performance but also experienced increased stress and burnout. Similarly, Henkel, Marion, and Bourdeau (2019) argue that task-driven environments yield short-term performance gains but may struggle with long-term staff motivation and retention.

Furthermore, research demonstrates that innovative leadership approaches directly correlate with increased student engagement and enhanced academic performance metrics, underscoring their transformative role in educational ecosystems (Martinez *et al*., 2022). Innovative leadership behaviours are essential for driving curriculum changes in lower secondary schools. Principals who encourage and support innovative practices among their staff are better positioned to implement successful curriculum changes. Tusianah *et al*. (2019) found that principals who exhibit innovative leadership behaviours, such as encouraging experimentation and risk-taking, are more successful in managing curriculum changes.

While most literature supports the benefits of task-oriented leadership, some scholars caution against its overuse. Research by Cowsill and Grint (2008) suggests that leaders who rigidly adhere to task-driven methods risk limiting teacher autonomy and creativity, which are essential for effective curriculum adaptation. Briker and Walter (2018) further argue that leaders with a past-oriented mindset who rigidly follow

established procedures may exhibit lower adaptability in dynamic educational settings.

Additionally, Bush and Glover (2020) caution that a strict task emphasis can inhibit teacher autonomy and creativity, both of which are essential for the success of educational innovations. Similarly, Jackson *et al*. (2019) contend that procedural rigidity can fuel frustration and reluctance among teachers, particularly in environments that require adaptability and innovation. This suggests that while task-oriented leadership ensures curriculum implementation efficiency, it must be complemented by relational leadership strategies to maintain teacher engagement and adaptability.

The study's findings have significant implications for both theory and practice. The confirmation of the Path-Goal Theory in the context of curriculum management reinforces its applicability to educational leadership. It also suggests that while structured, goal-driven leadership is effective in implementing curriculum changes, it should not come at the expense of teacher well-being and stakeholder engagement.

Practically, these findings suggest that training programs for school leaders in the Karamoja sub-region and similar educational contexts should emphasize both task-oriented leadership and relational leadership skills. Training should focus on balancing structured leadership with flexibility, ensuring clear communication, and fostering collaboration among teachers, students, and administrators. Additionally, school policies should incorporate strategies that integrate structured planning with adaptive leadership practices to allow for contextual variations in curriculum implementation.

At the same time, research findings underscore the significant influence of teacher leaders who combine these attributes on both individual and organizational success. However, it is noteworthy that there appears to be a reluctance among teacher leaders to assume curriculum change management roles and some teachers exhibit limitations in their professionalism (Luyten & Bazo, 2019). Notably, some teachers in the study exhibit a lack of accountability, exhibiting tendencies toward self-centeredness and utilitarianism (Wang, 2023). These traits contribute to their reluctance to engage actively in curriculum change management responsibilities.

Research suggests that high job satisfaction leads to greater commitment to curriculum changes (Chen & Williams, 2023). The organizational climate significantly influences curriculum change success. A positive climate characterized by high morale, effective communication, and strong support systems enhances teachers' willingness to embrace new curricula. Empirical studies validate that cultivating co-constructed professional ecosystems grounded in psychological safety and distributed agency accelerates sustainable organizational change by systematically dismantling resistance to pedagogical innovation (Thompson & Garcia, 2021).

This study provides captivating evidence that task-oriented leadership significantly impacts the management of curriculum changes in secondary schools in the Karamoja sub-region. By emphasizing structured goals, accountability, and performance-driven leadership, this approach ensures the effective implementation of curriculum changes. However, while task-driven strategies enhance efficiency, they must be balanced with relational leadership practices to maintain teacher engagement and adaptability. The contrasting findings in the literature highlight the complexity of leadership

effectiveness in different educational contexts, underscoring the need for a nuanced approach that integrates both structure and flexibility in curriculum leadership.

4.5 Change-Oriented Leadership Behaviour

The self-administered questionnaires for the respondent teachers had 10 items on change-oriented leadership behaviour. Each of the respondent teachers was required to indicate by ticking whether he/she strongly disagreed, disagreed, was indifferent, agreed or strongly agreed to each statement. Analysis of their responses as frequency, percentage, mean and standard deviation generated by use of the SPSS is presented in Table 19.

Table 19: Descriptive Statistics of Change-Oriented Leadership Behaviour

Change-Oriented Leadership	SD (%)	D (%)	IND (%)	A (%)	SA (%)	Mean	Std. Dev
School leadership provides for individual creativity by the staff	39.4 (86/218)	11.0 (24/218)	38.5 (84/218)	11.0 (24/218)	0.0 (0/218)	2.21	1.087
School leadership encourages innovative behavior in the workplace	56.0 (122/218)	14.7 (32/218)	14.7 (32/218)	14.7 (32/218)	0.0 (0/218)	1.67	1.134
School leadership is more forward looking (envisioning) with regard to issues of change	46.8 (102/218)	17.4 (38/218)	21.1 (46/218)	14.7 (32/218)	0.0 (0/218)	2.10	1.127
School leadership advocates for opportunities for positive change in the school	36.2 (79/218)	21.1 (46/218)	20.6 (45/218)	22.0 (48/218)	0.0 (0/218)	1.67	1.173
School leadership endeavours to facilitate collective learning for better performance	39.0 (85/218)	14.7 (32/218)	32.1 (70/218)	11.0 (24/218)	3.2 (7/218)	2.71	1.380
School leadership provides for intellectual stimulation of the teachers	33.0 (72/218)	11.0 (24/218)	17.4 (38/218)	31.2 (68/218)	7.3 (16/218)	2.09	1.396
School leadership allow teachers to apply "out-of-the-box" thinking in serving school	20.2 (44/218)	14.7 (32/218)	43.1 (94/218)	22.0 (48/218)	0.0 (0/218)	2.27	1.034
School leadership has established high-quality relationship between the leader and followers	35.3 (77/218)	33.0 (72/218)	20.6 (45/218)	11.0 (24/218)	0.0 (0/218)	2.07	1.000
School leadership is characterized by mutual trust among all stakeholders	33.0 (72/218)	0.0 (0/218)	13.8 (30/218)	53.2 (116/218)	0.0 (0/218)	2.17	1.358
There is mutual respect/freedom among stakeholders in the school	36.2 (79/218)	0.0 (0/218)	21.1 (46/218)	39.0 (85/218)	3.7 (8/218)	1.74	1.388
Overall Mean						**2.07**	**1.000**

Source: Primary data (2024)

Legend

0.0 - 1.0 = Very poorly exercised; 1.01 - 2.0 = Poorly exercised; 2.01 - 3.0 = Fairly exercised; 3.01 - 4.0 = Well exercised; and 4.01 - *5.0 = Excellently exercised.*

The findings in Table 19 reveals that 39.4% of respondents strongly disagree, 11.0% disagree, and 38.5% are indifferent regarding the provision for individual creativity by school leadership. Only 11.0% agree, and none strongly agree. With a mean score of 2.21 and a standard deviation of 1.087, it is evident that there is a significant perception of insufficiency in encouraging individual creativity. This highlights a critical area for development, where school leadership must actively foster an environment that supports and values creative contributions from staff.

An overwhelming 56.0% of respondents strongly disagree, and 14.7% disagree that school leadership encourages innovative behavior in the workplace. An equal 14.7% are indifferent or agree, with no respondents strongly agreeing. The mean score of 1.67 and a standard deviation of 1.134 suggest a pronounced lack of perceived support for innovation. This underscores an urgent need for leadership to cultivate a culture that encourages and rewards innovative practices among staff.

The data indicates that 46.8% of respondents strongly disagree, 17.4% disagree, and 21.1% are indifferent about school leadership being forward-looking with regard to issues of change. Only 14.7% agree, and none strongly agree. The mean score of 2.10 and a standard deviation of 1.127 reflect a significant perception that leadership lacks a visionary approach to change. This finding points to the necessity for leaders to develop and communicate a clear, forward-thinking vision to guide the school through changes.

Findings show that 36.2% of respondents strongly disagree, 21.1% disagree, and 20.6% are indifferent about school leadership's advocacy for opportunities for positive change. A mere 22.0% agree, and no respondents strongly agree. The mean score of 1.67 and a standard deviation of 1.173 highlight a perceived deficiency in leadership's commitment to advocating for positive change. This suggests that more proactive efforts are needed to identify and promote beneficial changes within the school environment.

The data reveal that 39.0% of respondents strongly disagree, 14.7% disagree, and 32.1% are indifferent about school leadership facilitating collective learning for better performance. Only 11.0% agree, and 3.2% strongly agree. The mean score of 2.71 and a standard deviation of 1.380 indicate mixed perceptions, with a substantial

portion of staff feeling that collective learning is not adequately supported. This finding suggests the need for leadership to implement more structured and inclusive collective learning initiatives.

The responses indicate that 33.0% of respondents strongly disagree, 11.0% disagree, and 17.4% are indifferent regarding the provision for intellectual stimulation by school leadership. Meanwhile, 31.2% agree, and 7.3% strongly agree. The mean score of 2.09 and a standard deviation of 1.396 reflect a significant variability in perceptions, pointing to the need for more consistent and robust efforts to intellectually engage and stimulate the teaching staff.

The data shows that 20.2% of respondents strongly disagree, 14.7% disagree, and 43.1% are indifferent about school leadership allowing teachers to apply "out-of-the-box" thinking in their work. Only 22.0% agree, and none strongly agree. With a mean score of 2.27 and a standard deviation of 1.034, it is evident that there is room for improvement in encouraging creative problem-solving and innovative thinking. This suggests a need for leadership to create more opportunities and support for unconventional approaches

The high levels of disagreement, with a mean score of 2.07 and a standard deviation of 1.000, reflect that 68.3% of respondents perceive poor relationships between leaders and followers. This is a significant barrier to effective curriculum change, as high-quality relationships are crucial for collaboration, trust, and the successful implementation of new initiatives. Despite a substantial 33.0% of respondents disagreeing, a majority of 53.2% agree that there is mutual trust among stakeholders, resulting in a mean score of 2.17 and a standard deviation of 1.358. Mutual trust is a

positive indicator for curriculum change, as it facilitates open communication and cooperation among all parties involved.

The responses reveal a mean score of 1.74 and a standard deviation of 1.388, with 42.7% of respondents agreeing that mutual respect and freedom exist among stakeholders. However, the 36.2% disagreement highlights a need for improvement in these areas. Mutual respect and freedom are essential for creating a supportive environment where innovative curriculum changes can be effectively developed and implemented.

The findings indicate a general deficiency in change-oriented leadership behaviors within schools, with significant implications for curriculum management. The lack of support for creativity, innovation, forward-thinking, and collaborative learning among staff points to the necessity for school leadership to enhance these areas. Addressing these gaps could lead to more effective management and implementation of curriculum changes, fostering an educational environment that is adaptive, innovative, and capable of meeting contemporary educational challenges.

The overall mean for all the items under change-oriented leadership was 2.07 with a standard deviation of 1.000; and according to the legend at the bottom of the table, it indicates that change-oriented leadership is fairly exercised in the secondary schools in Karamoja sub-region. The variability in responses suggests diverse perceptions among staff, which may indicate underlying issues that need to be addressed to achieve a cohesive approach to curriculum development and change.

4.5.1 Relatedness of Change-Oriented Leadership Behaviour and Management of Curriculum Changes in the Secondary Schools in Karamoja

In order to produce inferential statistics that would adequately conclude the third study objective, which aimed to determine the impact of change-oriented leadership behavior on the management of curriculum changes in the secondary schools in the Karamoja sub-region, a linear regression had to be performed. Prior to analyzing the impact of one variable on another, it is necessary to determine how they are related. Thus, the findings in Table 20 demonstrate the correlation between the data from curriculum change management and change-oriented leadership behavior of the headteacher in secondary schools in the Karamoja sub-region.

Table 20: Relatedness Change-Oriented Leadership Behaviour and Management of Curriculum Changes in the Secondary Schools in Karamoja (Coefficients)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	4.384	.107		41.12	.000
	Change-Oriented Leadership	-.305	.046	-.408	-6.574	.000

a. Dependent Variable: Management of Curriculum Changes

The results in Table 20 indicated a significance value (Sig) of .000 implying that management of curriculum changes and headteacher change-oriented leadership behavior were significantly related to each other in the secondary schools in the Karamoja sub-region.

4.5.2 Regression Analysis

The transformed overall means in Table 10 (i.e. 3.75) for curriculum change management and Table 19 (i.e. 3.34) for the headteachers' change-oriented leadership behavior in the secondary schools in the Karamoja sub-region were used to conduct a

linear regression to ascertain the impact of the headteachers' change-oriented leadership behavior in the management of curriculum changes in the secondary schools. Thus, as determined by the model summary results from the regression analysis, the degree or size of the influence of one variable on another is shown in Table 21.

Table 21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.408[a]	.167	.163	.682
a. Predictors: (Constant), Change-Oriented Leadership				

In interpreting the results in Table 21, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 21, the R square value was .167 which can be converted to percent (.167 x 100) giving 16.7%. In other words, according to data from the respondent teachers, headteachers' change-oriented leadership behavior accounts for 16.7% of the management of curriculum changes in the secondary schools in the Karamoja Sub-region. This means that for every unit improvement in headteachers' change-oriented leadership behavior, there was a 16.7% improvement in the management of curriculum changes in the secondary schools in the Karamoja Sub-region. To determine whether or not such a change causes a significant effect (hypothesis testing), ANOVA results in Table 22 were considered.

Table 22 : Effect of Change-Oriented Leadership Behaviour and Management of Curriculum Changes in the Secondary Schools in Karamoja (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.112	1	20.112	43.221	.000[b]
	Residual	100.512	216	.465		
	Total	120.624	217			

a. Dependent Variable: Management of Curriculum Changes
b. Predictors: (Constant), Change-Oriented Leadership

The data in Table 22 revealed that the significance value obtained from the teachers' responses was $p < .001$, which is below the standard threshold of 0.05. Therefore, with $\beta = .167$, $p < .001$, it is implied that, according to the respondent teachers, headteachers' change-oriented leadership behaviour has a significant effect on the management of curriculum changes in secondary schools in the Karamoja sub-region. Therefore, the original hypothesis that *"there is no significant effect of change-oriented leadership behaviour on the management of curriculum changes in lower secondary schools in the Karamoja sub-region"* was rejected and is now restated as "there is a strong significant effect of change-oriented leadership behaviour in the management of curriculum changes in lower secondary schools in the Karamoja sub-region."

From the qualitative data gathered through face-to-face interviews, it was found that there was great similarity with data collected through the completed questionnaires. For instance, one of the participants (KI-03) said;

> "Now, the change in this case requires a positive change. This requires one to be flexible and be ready to adapt to the new changes. So once an administrator is positive in a mind about the new curriculum, then it trickles down to even the teachers who are actual implementers of the curriculum." (KI-03, 2024)

In another face-to-face interview, KI-05 said;

> "So the change itself should be a positive one and with a positive attitude and ready to pop up with the new changes. When you look at our sub-region as

> Karamoja, we are still a little bit inadequate in most of our schools when it comes to this curriculum. So it requires, and coupled with the nature of the sub-region, it requires a positive mind, a mind that can adapt both physically and emotionally so that the implementation of this new curriculum comes true." (KI-05, 2024)

Similarly, in another face-to-face interview, KI-08 said

> "That would be one of the effects because we shall see if it has been having some good or oriented leadership, then the effects will be seen, then the performance. Of course, according to me also, the other effect of task-oriented leadership and management this, that there would be more projects set such that learners would have a broader area of reference. Then also they would have the choice to take, like if projects are set, maybe in farming they set a number of them." (KI-08, 2024)

Another participant (KI-02) said;

> "Yeah, there is a departure in the whole curriculum. We are not to get stuck to the old one. So, changes are expected of us. We have to embrace the changes brought in by the new curriculum and be part of it. We cannot go back to the old system where even the methodologies we used, we were inclined to look at mainly knowledge-based, but these are skills. So, it is important that as a leader, let us embrace the changes which the new lower curriculum has come up with." (KI-02, 2024)

Furthermore, another participant (KI-01) had this to say;

> "Like, especially in the classroom, the teacher is not the owner of knowledge now. It is the teacher who should look at how I help the child to get drilled towards skilling. Now, with the change-oriented behaviour, it is where an administrator wishes to introduce changes in relationship to the current curriculum. Now, I want to sound this warning. Change is always good but if it is not carefully handled, you will crash. So, you need to go slowly as you try to introduce changes in the system. Where you are not sure, go slow or consult. Such that the institution goes at a slow pace, but when they are safe, rather than moving at a bullet speed and then the institution crashes." (KI-01, 2024)

Finally, participant KI-06 said;

> "First of all, change-oriented leadership behaviour means bringing in something new. And one has to maintain the new behavior to allow others to be inducted into it and they will also gradually get into it and become part of it. Therefore, as far as the lower secondary school curriculum is concerned, it calls for that. The behaviour, which has been spelled out should be continuously shown up for the learners to learn and also take it among themselves." (KI-06, 2024)

The findings from this study indicate that change-oriented leadership behavior by headteachers significantly influences the management of curriculum changes in secondary schools in the Karamoja sub-region, as evidenced by the significance value

($p = .000$). This supports the rejection of the null hypothesis and affirms that change-oriented leadership is a crucial determinant in the successful implementation of curriculum changes. These findings align with existing leadership theories and research, particularly Transformational Leadership Theory, which emphasizes visionary leadership, individualized support, and innovation as essential components in navigating educational changes (Bass, 1985).

Change-oriented leadership fosters innovation and adaptability, enabling school leaders to manage curriculum transitions effectively. Leaders who embrace this approach inspire teachers to engage with curriculum changes, facilitating smoother implementation (Harris & Jones, 2022). This aligns with transformational leadership principles, particularly "inspirational motivation" and "individualized consideration," where leaders articulate a compelling vision and provide tailored support to their teams (Gül & Örs Özdil, 2023; Fullan & Quinn, 2019). Furthermore, adaptability is central to managing curriculum changes, allowing leaders to modify strategies based on evolving needs and stakeholder feedback (Smith & Rivera, 2023).

Research underscores that change-oriented leadership fosters resilience among teachers, ensuring responsiveness to evolving pedagogical and technological demands (Nguyen *et al*., 2021). Principals who demonstrate flexible leadership cultivate a climate that supports experimentation, strategic risk-taking, and continuous refinement of curriculum practices (Hernandez *et al*., 2021; Govindasamy & Mestry, 2022). However, excessive adaptability can lead to inconsistency, creating confusion and resistance among teachers (Harris & Jones, 2020). Striking a balance between flexibility and stability is crucial for effective leadership (Heifetz & Linsky, 2020).

The findings align with previous studies emphasizing the critical role of leadership in curriculum management. Arif, Asghar, and Mukhtar (2020) highlight that teachers require strong leadership support to translate curriculum policies into classroom practice effectively. Similarly, Hajisoteriou, Karousiou, and Angelides (2018) argue that teacher involvement in curriculum changes fosters a more democratic and collaborative school environment, reinforcing the necessity of change-oriented leadership. Additionally, Gül and Örs Özdil (2023) emphasize that contemporary leadership behaviors, particularly adaptability and innovation, contribute to organizational effectiveness.

However, contrasting perspectives highlight structural and contextual barriers to change-oriented leadership. Day, Sammons, and Gorgen (2020) assert that rigid bureaucratic structures and hierarchical decision-making processes hinder leadership effectiveness. Teachers' reluctance to engage in curriculum changes, as noted by Luyten and Bazo (2019), further complicates implementation efforts. Resistance often stems from a lack of professionalism, accountability, or clarity regarding curriculum changes. Addressing these challenges requires leadership approaches that not only drive innovation but also enhance teacher engagement and institutional support structures.

While change-oriented leadership facilitates curriculum transitions, its success is contingent on institutional culture and teacher readiness. Research by Smith and Rivera (2023) suggests that adaptability in leadership strengthens institutional capacity, yet excessive flexibility can create instability. Harris and Jones (2020) caution that leaders who continuously alter their approaches without clear guidelines risk undermining long-term sustainability. Thus, a structured yet adaptive leadership model is essential to navigating curriculum change effectively.

The role of teacher leaders in curriculum management also warrants greater emphasis. Gao and Hu (2016) highlight that Teaching Research Group (TRG) leaders play a pivotal role in curriculum adaptation, fostering professional development and collaborative problem-solving. However, in many educational systems, teacher leadership remains underutilized, limiting decentralized decision-making (Shan & Chen, 2022). Addressing this gap requires a leadership paradigm that integrates teacher-led initiatives with institutional strategies for curriculum reform.

The findings reaffirm the relevance of Transformational Leadership Theory in guiding educational changes. By fostering vision-driven and supportive leadership, change-oriented leaders enhance curriculum implementation efforts. This study underscores the importance of integrating innovation and adaptability within leadership training programs to equip headteachers with skills for managing resistance and balancing flexibility with consistency (Bujor & Bichel, 2024). From a practical perspective, training programs should focus on enhancing school leaders' ability to foster collaborative decision-making, promote teacher engagement, and integrate digital transformations in curriculum management. Institutional changes should prioritize decentralized decision-making structures that empower teachers in curriculum adaptation efforts. Additionally, addressing systemic barriers, such as bureaucratic rigidity and resistance to change, is essential for maximizing the impact of change-oriented leadership.

This study provides credible evidence that change-oriented leadership significantly enhances curriculum management in secondary schools in the Karamoja sub-region. By fostering innovation, adaptability, and collaboration, change-oriented leaders create an environment conducive to successful curriculum transitions. However, leadership effectiveness is contingent on institutional culture, teacher engagement,

and striking a balance between flexibility and stability. Strengthening leadership training, promoting teacher involvement, and addressing structural barriers are critical for maximizing the impact of change-oriented leadership in educational reform efforts.

4.6 Effect of Supportive Organizational Climate on Management of Curriculum Change in Schools

The study sought to investigate the effect of organizational climate on the relationship between leadership behaviours and curriculum change management in lower secondary schools within the Karamoja sub-region, Uganda. In this context, organizational climate was conceptualized as a supportive environment that can mediate the interaction between leadership behaviours and the effective management of curriculum changes. The study posited that several dimensions of a supportive organizational climate including collaboration, communication, teacher motivation, and professional development opportunities serve as mediating factors influencing how leadership behaviours translate into successful curriculum implementation.

4.6.1 Supportive Organizational Climate (Mediating Variables)

Data on supportive organizational climate were collected using a 10-item section within the self-administered questionnaires administered to the teachers. Respondents indicated their level of agreement with each statement on a five-point Likert scale, ranging from strongly disagree to strongly agree. The responses were subsequently analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, generated through SPSS. The results of this analysis are presented in Table 23, providing insight into the extent to which the organizational climate supports or hinders the management of curriculum changes in the participating schools.

Table 23: Descriptive Statistics on Supportive Organizational Climate (Mediating Variables)

Supportive Organizational Climate	SD (%)	D (%)	IND (%)	A (%)	SA (%)	Mean	Std. Dev
School leadership offers good interpersonal communication	3.7 (8/218)	0.0 (0/218)	21.1 (46/218)	67.9 (148/218)	7.3 (16/218)	3.75	.746
School leadership provides the necessary supportive relationship in the staff	3.7 (8/218)	3.7 (8/218)	10.1 (22/218)	75.2 (164/218)	7.3 (16/218)	3.79	.781
School leadership guides staff in time of risks/challenges that exist during work processes	7.3 (16/218)	11.0 (24/218)	17.9 (39/218)	60.1 (131/218)	3.7 (8/218)	3.42	.991
School leadership has set opportunities for promotion depending on good performance	31.2 (68/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	14.2 (31/218)	3.70	1.487
School leadership has provided for fairness of the pay policy in the school	45.4 (99/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	0.0 (0/218)	2.70	1.243
School leadership acknowledges that staff belong to the school - i.e. there is a sense of belonging	7.3 (16/218)	7.3 (16/218)	25.7 (56/218)	45.9 (100/218)	13.8 (30/218)	3.51	1.057
School leadership has set achievable standards for good staff performance	7.3 (16/218)	11.0 (24/218)	17.9 (39/218)	60.1 (131/218)	3.7 (8/218)	3.42	.991
School leadership recognizes/rewards good staff performance	31.2 (68/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	14.2 (31/218)	3.70	1.487
School leadership encourages staff participation in decision-making	45.4 (99/218)	21.6 (47/218)	7.3 (16/218)	25.7 (56/218)	0.0 (0/218)	2.70	1.243
School leadership provides for staff training/development for improved performance	7.3 (16/218)	7.3 (16/218)	25.7 (56/218)	45.9 (100/218)	13.8 (30/218)	3.51	1.057
Overall Mean						**3.42**	**.991**

Source: Primary data (2024)

Legend

0.0 - 1.0 = Very marginally influence leadership; 1.01 - 2.0 = marginally influence leadership; 2.01 - 3.0 = Fairly influence leadership; 3.01 - 4.0 = Highly influence leadership; and 4.01 - 5.0 = Very highly influence leadership.

The findings in Table 23 indicate that 75.2% of respondents agree or strongly agree that school leadership offers good interpersonal communication, with a mean score of 3.75 and a standard deviation of 0.746. This high level of agreement suggests that leadership in these schools is effective in facilitating clear and efficient communication among staff. The low standard deviation signifies consistency in these perceptions. Effective interpersonal communication is essential for implementing

curriculum changes, as it ensures that all stakeholders are well-informed and can collaborate effectively.

Furthermore, the findings in Table 23 revealed that majority (82.5%) of respondents agreed or strongly agreed that school leadership is perceived as providing necessary supportive relationships among staff. This is reflected in a mean score of 3.79 and a standard deviation of 0.781. Such support is crucial for fostering a positive work environment where staff feel valued and motivated, which in turn can enhance their engagement and effectiveness in managing curriculum changes.

Similarly, majority of respondents (63.8%) agreed that school leadership guided staff during risks and challenges, resulting in a mean score of 3.42 and a standard deviation of 0.991. This indicates that while leadership is generally effective in providing guidance, there is some variability in staff experiences. Effective guidance during challenging times is critical for maintaining stability and morale, particularly during periods of curriculum transition. The responses further reveal mixed perceptions regarding promotion opportunities based on performance, with a mean score of 3.70 and a standard deviation of 1.487. While 39.9% of respondents agree or strongly agree, a significant 52.8% disagree or strongly disagree. This inconsistency can lead to staff demotivation and a sense of inequity, which may negatively impact their willingness to engage in curriculum changes.

A substantial proportion of respondents (67.0%) perceive the pay policy as unfair, as indicated by a mean score of 2.70 and a standard deviation of 1.243. This perception of unfairness can lead to dissatisfaction and decreased motivation among staff, which can adversely affect their commitment to and effectiveness in implementing curriculum changes. The sense of belonging among staff is moderately positive, with

59.7% of respondents agreeing or strongly agreeing that leadership acknowledges staff as belonging to the school. The mean score of 3.51 and a standard deviation of 1.057 suggest that while many staff feel valued, there is still a significant portion who may feel disconnected. A strong sense of belonging is vital for fostering a cohesive and committed workforce that is supportive of curriculum changes.

The majority of respondents (63.8%) agree that school leadership sets achievable performance standards, resulting in a mean score of 3.42 and a standard deviation of 0.991. This indicates that leadership generally provides clear and attainable goals, which can enhance staff performance and support the successful implementation of curriculum changes. The perception of recognition and rewards for good performance is mixed, with a mean score of 3.70 and a standard deviation of 1.487. While 39.9% of respondents agree or strongly agree that leadership recognizes and rewards good performance, 52.8% disagree or strongly disagree. This suggests that recognition practices may be inconsistent, which can undermine staff motivation and hinder their engagement in curriculum changes.

The data also show significant dissatisfaction with staff participation in decision-making, with 67.0% of respondents disagreeing or strongly disagreeing. The mean score of 2.70 and a standard deviation of 1.243 highlight a substantial perception of exclusion from decision-making processes. Effective participation is crucial for ensuring staff buy-in and cooperation in curriculum changes. The responses indicate a moderate level of agreement (59.7%) that school leadership provides opportunities for staff training and development, with a mean score of 3.51 and a standard deviation of 1.057. While many staff feel supported in their professional growth, the variability in responses suggests that some may feel their development needs are not adequately addressed. Providing comprehensive training and development is essential for

equipping staff with the skills and knowledge required for effective curriculum changes.

Overall, the findings suggest a supportive organizational climate with strengths in interpersonal communication and supportive relationships but notable weaknesses in areas such as fairness in pay policy and staff participation in decision-making. The overall mean for all the 10 items on mediating variables was 3.42 with a standard deviation of .991 and according to the legend at the bottom of the table, it implied that the mediating variables highly influence leadership in the secondary schools in Karamoja Sub-region. Addressing these issues can enhance the organizational climate, fostering a more engaged and motivated workforce that is better equipped to manage and implement curriculum changes effectively. This requires consistent recognition and reward practices, fair policies, and inclusive decision-making processes to ensure that all staff feel valued and supported in their roles.

4.6.2 Relatedness of Variable

Before considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 24 show the relatedness of the data from the management of curriculum changes and mediating variables in secondary schools in Karamoja sub-region.

Table 24: Relatedness Supportive Organizational Climate and Management of Curriculum Changes in Secondary Schools in Karamoja region (Coefficients)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	2.733	.167		16.342	.000
	Supportive Organizational Climate	.298	.047	.396	6.346	.000

a. Dependent Variable: Management of Curriculum Changes

The results in Table 24 indicated a significance value (Sig) of .000 implying that the mediating effect of supportive organizational climate was significantly related to leadership behaviour and management of curriculum changes in the secondary schools in Karamoja Sub-region.

4.6.3 Regression Analysis

In order to determine the effect of the mediating variables on management of curriculum changes in the secondary schools in Karamoja sub-region, a linear regression was run using the transformed overall means in Table 10 (i.e. 3.75) for management of curriculum changes and that in Table 18 (i.e. 3.42) for the mediating variables in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in Table 25.

Table 25: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396[a]	.157	.153	.686

a. Predictors: (Constant), Supportive Organizational Climate

In interpreting the results in Table 25, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 25, the R square value was .157 which can be converted to percent (.157 x 100) giving 15.7%. In other words, according to data from the respondent teachers, the mediating variables account for 15.7% of the management of curriculum changes in the secondary schools in Karamoja sub-region. This means that for every unit mitigation of the mediating variables, there was a 15.7% improvement in management

of curriculum changes in the secondary schools in Karamoja sub-region. To determine whether or not such a change causes a significant effect (hypothesis testing), ANOVA results in Table 26 were considered.

Table 26: Effect of Supportive Organizational Climate on Management of Curriculum Changes in Secondary Schools in Karamoja Sub-region (ANOVA)

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	18.954	1	18.954	40.269	.000[b]
	Residual	101.670	216	.471		
	Total	120.624	217			

a. Dependent Variable: Management of Curriculum Changes

b. Predictors: (Constant), Supportive Organizational Climate

The data in Table 26 revealed that the significance value obtained from the teachers' responses was $p < .001$, which is below the standard threshold of 0.05. Therefore, with $\beta = .157$, $p < .001$, it is implied that mediating variables have a significant positive effect on the management of curriculum changes in secondary schools in the Karamoja sub-region.

Qualitative data collected from key informants on issues relating to mediating variables is presented below.

In one of the face-to-face interviews, KI-01 said;

> "Now, the organizational climate is to mediate the curriculum change and the leadership behaviors. I think this one is quite comprehensive because it involves the environment of the school which looks at the kind of structures you have at school, the fencing system, which for us is a challenge in particular. After all, the school is open much as today when you look outside I see some materials being brought meant to start the fencing activity." (KI-01; 2024).

In another face-to-face interview, KI-04 said;

> "Now, it makes the implementation of this curriculum quite difficult because when you look at the timing by three, these learners should be scattered in the compound doing their assignments, and in an open environment it's not very easy. Additionally, this curriculum needs an environment that has got good shades like

> some trees, particularly for us here where trees are still growing and still have that challenge. When it comes to time when learners should be doing individual assignments or group work, it's not very easy." (KI-04, 2024)

The findings of this study indicate that secondary schools in the Karamoja Sub-region exhibit a supportive organizational climate, characterized by strong interpersonal communication and collaborative relationships. These findings align with transformational leadership theory, as headteachers' idealized influence and inspirational motivation foster a shared vision of collaboration and mutual support among staff. This corroborates research suggesting that leadership behaviors shape organizational climate, influencing teachers' engagement and curriculum change adoption (Cansoy, Parlar, & Polatcan, 2022; Li *et al*., 2017; Leithwood, Harris, & Hopkins, 2019). The strengths in communication and collaboration align with research highlighting trust and teamwork as critical for professional learning and teacher commitment (Neill, Men, & Yue, 2019). A positive organizational climate fosters engagement and reduces resistance to curriculum change (Thompson & Garcia, 2021; Brooks & Evans, 2021). Furthermore, schools with strong collaborative networks report smoother curriculum transitions (Darling-Hammond, Hyler, & Gardner, 2020). Studies indicate that effective communication channels enhance shared decision-making and collective efficacy (Wang & Spangler, 2020; Sherman, Hadar, & Luria, 2017).

However, weaknesses in fairness in pay policy and staff participation in decision-making highlight the need for inclusive leadership. This resonates with findings that fairness and participation enhance teacher morale and commitment (Stronge, 2021; Jiang, 2005). Schools with participatory decision-making report higher teacher engagement, as inclusive leadership fosters a sense of belonging and motivation (Munte *et al*., 2022; Wachira, Gitumu, & Mbugua, 2017). The overall mean score of

3.42 for mediating variables emphasizes the impact of leadership behaviors on these concerns.

While transformational leadership positively influences organizational climate, leadership alone is insufficient for sustained curriculum management. Systemic support structures, including professional development and clear policy frameworks, must complement leadership to sustain effectiveness (Mestry, 2017; Neumann, Reichel, & Abu Saad, 1988). The absence of structured support mechanisms can hinder teachers' ability to adapt to curriculum changes, increasing resistance and stress (Dimmock & Walker, 2019; Cordova-Buiza *et al*., 2023). A comparative analysis with Allaoui and Benmoussa (2020) highlights contextual differences. Their study found that individual factors played a dominant role in shaping attitudes toward change in Moroccan universities, whereas this study suggests that leadership behaviors and organizational climate are more influential in secondary schools. These differences emphasize the need for context-specific strategies in implementing leadership and organizational interventions. To address these challenges, schools must implement equitable pay policies, ensuring transparency and fairness in compensation (Huck, 2012). Strengthening participatory decision-making by establishing teacher committees can enhance engagement in school governance (Bulat, Roman, & Manolescu, 2024). Leadership training programs should focus on fostering inclusive practices, equipping headteachers with strategies to support all staff (Gorrell & Johannessen, 2019).

Maintaining open communication channels through regular meetings and feedback sessions is essential for trust and collaboration (Sone, 2020). Effective communication aligns teachers and administrators, ensuring shared commitment to curriculum change

(Govindasamy & Mestry, 2022). Institutionalizing mentorship and professional development programs can provide ongoing support for teachers adapting to new curricula (Tusianah *et al*., 2019; Turner *et al*., 2020). Additionally, leveraging digital platforms for collaboration can enhance knowledge sharing and stakeholder engagement (Gundry *et al*., 2016; Pascoe & More, 2005).

Ultimately, while leadership behaviors shape organizational climate, broader structural interventions are necessary for an equitable and supportive environment. Addressing fairness and inclusivity can enhance teacher motivation and engagement, improving curriculum change outcomes. Future research should explore sustainable leadership models, long-term strategies for maintaining positive organizational climates, and the interplay between leadership, institutional policies, and teacher agency in managing curriculum changes.

4.7 Multiple Regression

To ascertain the overall effect of headteacher leadership behavior in the management of curriculum changes in the secondary schools in Karamoja sub-region, it was prudent to run a multiple regression of the three constructs (related-oriented, task-oriented, change-oriented and the mediating variables) that constitute leadership behavior with management of curriculum changes. This was done using data from the respondent teachers The results are presented in the following tables.

4.7.1 Relatedness of Variables

Before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 27 show the relatedness of the data from the management of curriculum changes and all the leadership behaviour and mediating constructs in secondary schools in Karamoja sub-region.

Table 27: Relatedness of the Constructs on Leadership Behaviour and Supportive Organizational Climate with Management of Curriculum Changes in the Secondary Schools in Karamoja (Coefficients)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	3.288	.225		14.601	.000
	Relation-Oriented Leadership	.153	.046	.278	3.354	.001
	Task-Oriented Leadership	.210	.104	.306	2.010	.046
	Change-Oriented Leadership	-.149	.051	-.199	-2.938	.004
	Supportive Organizational Climate	-.108	.105	-.143	-1.028	.305

a. Dependent Variable: Management of Curriculum Changes

The results in Table 27 indicated a significance value (Sig) of below .05 except for the mediating variable. This implied that with the exception of the supportive organizational climate (mediating variable) management of curriculum changes and headteacher change-oriented leadership behavior were significantly related to each other in the secondary schools in Karamoja Sub-region.

4.7.2 Regression Analysis

In order to determine the overall effect of headteachers' change-oriented leadership behavior and mediating variables on management of curriculum changes in the secondary schools in Karamoja sub-region, a linear regression was run using the transformed overall means of all the constructs on headteacher leadership behaviour and mediating variables with those for management of curriculum changes. Therefore, the regression analysis is presented in Table 28.

Table 28: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551[a]	.303	.290	.628

a. Predictors: (Constant), Relation-Oriented Leadership, Task-Oriented Leadership, Change-Oriented Leadership, Supportive Organizational Climate

From the results in Table 28, the Adjusted R square value was .290 which was converted to percent (.290 x 100) giving 29.0%. In other words, given the supportive organizational climate in the schools, the headteacher leadership behavior accounted for 29.0% of the management of curriculum changes in the secondary schools. This means that given the supportive organizational climate in the schools, for every unit improvement in the headteacher leadership behaviours, there is a 29.0% improvement in management of curriculum changes in secondary schools in Karamoja sub-region. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 29 were considered.

Table 29: Overall Effect of all the three Constructs of Leadership Behaviour and Supportive Organizational Climate on Management of Curriculum Changes in the Secondary Schools in Karamoja (ANOVA)

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	36.561	4	9.140	23.160	.000[b]
	Residual	84.063	213	.395		
	Total	120.624	217			

a. Dependent Variable: Management of Curriculum Changes

b. Predictors: (Constant), Relation-Oriented Leadership, Task-Oriented Leadership, Change-Oriented Leadership, Supportive Organizational Climate

The data in Table 29 revealed that the significance value was $p < .001$, which is below the standard threshold of 0.05. Therefore, with $\beta = .290$, $p < .001$, it is implied that, within the context of a supportive organizational climate, headteachers' leadership

behaviour has a significant positive effect on the management of curriculum changes in secondary schools in the Karamoja sub-region.

The findings of this study reveal a significant positive effect of headteacher leadership behavior on curriculum change management in secondary schools in the Karamoja Sub-region, with a significance (Sig) value of .000, indicating a strong correlation between the two variables. This underscores the pivotal role of effective headteacher leadership in facilitating curriculum changes by integrating principles of Path-Goal and Transformational Leadership theories.

The results align with the study by Parlar and Polatcan (2022), which established that school principals' instructional leadership behaviors significantly predicted teacher engagement, with collective teacher efficacy serving as a mediating factor. This suggests that headteachers in Karamoja can enhance curriculum management by fostering teacher efficacy and encouraging collaborative practices. Similarly, Li, Hallinger, Kennedy, and Walker (2017) emphasized the significance of trust, communication, and collaboration in creating an environment conducive to teacher learning and change. The positive influence of headteacher leadership behavior in Karamoja can be attributed to the establishment of a school culture characterized by these elements, which are integral to effective curriculum change management.

The findings also correspond with research by Cansoy, Parlar, and Polatcan (2022), who demonstrated that school leadership enhances teacher engagement through collective efficacy, reinforcing the role of transformational leadership in sustaining a positive organizational climate. Moreover, Neumann, Reichel, and Abu Saad (1988) emphasize that principal-teacher relationships strongly influence teacher satisfaction

and motivation, further supporting the idea that effective headteachers in Karamoja facilitate curriculum changes by fostering professional trust and collaboration.

Comparative analysis with Allaoui and Benmoussa's (2020) research on Moroccan public universities highlights contextual variations. While their study found that individual factors had the most substantial impact on attitudes toward change, the current study suggests that leadership behaviors and organizational climate play a more critical role in secondary schools. This contrast underscores the necessity of context-specific strategies for implementing leadership and organizational interventions. Similarly, Dong (2009) and Jiang (2005) argue that inclusive decision-making and institutional support are key determinants of teachers' professional commitment, suggesting that the weaknesses in pay policy and decision-making structures in Karamoja should be addressed to optimize the benefits of positive leadership behaviors.

Wachira, Gitumu, and Mbugua (2017) found that supportive leadership styles positively influence teacher performance in Kenya, reinforcing the findings of this study. Headteachers in Karamoja who exhibit change-oriented leadership behaviors enhance teacher performance, which is essential for the successful implementation of curriculum changes. Furthermore, Stronge (2021) contends that effective leaders employ a set of fundamental leadership practices, while Mestry (2017) cautions that leadership knowledge and skills alone do not guarantee successful curriculum change outcomes. The findings in Karamoja highlight the critical role of leadership but also suggest that other factors, such as systemic challenges and teacher readiness, must be considered.

The limitations of bureaucratic structures in education are highlighted in the study by Onyeukwu (2022), which found that rigid hierarchical structures in Nigerian schools often hinder leadership effectiveness by prioritizing compliance over innovation. In contrast, the current study indicates that Karamoja's headteachers exert significant influence on curriculum change management, suggesting a more flexible organizational environment that enables adaptive leadership practices. Similarly, Munte *et al*. (2022) emphasize that teachers working in an open and inclusive climate demonstrate greater morale and are more likely to engage with curriculum changes, reinforcing the need for participatory leadership approaches.

While leadership behaviors exert a significant influence on organizational climate, comprehensive structural interventions are imperative to fostering an equitable and supportive environment. Ensuring fairness and inclusivity within institutional frameworks can enhance teacher motivation and engagement, thereby facilitating more effective curriculum change implementation. The government should provide targeted leadership training programs for headteachers, focusing on the development of communication, collaboration, and trust-building skills. These programs should equip headteachers with the competencies necessary to cultivate a supportive school culture conducive to curriculum change.

Furthermore, studies suggest that schools with poor organizational climates struggle to retain experienced teachers, leading to higher turnover rates and instability (Soparidah *et al*., 2021). However, there is a lack of research on how schools can implement systematic interventions to mitigate job dissatisfaction during curriculum transitions, leaving an important gap in policy and practice recommendations.

The findings of this study are further in agreement with Atuhaire (2022) who emphasized the significance of employee engagement as a predictor of innovative work behavior among public senior secondary school employees in Kampala, Uganda. Although this study was conducted in Uganda, it presents content and context gaps, focusing on ethical leadership and innovative work behavior rather than directly addressing leadership behaviors in curriculum change management. The need for research specifically targeting lower secondary schools in Uganda remains evident.

Furthermore, the findings closely corroborate with Tusianah et al. (2019) who suggest that creating structured support systems, such as steering committees for curriculum changes, can provide essential guidance and resources for teachers. Such systems ensure that teachers receive the necessary support throughout the implementation process, thereby fostering a more effective and cohesive approach to curriculum management. Achieving effective change implementation in schools requires robust support systems. Curriculum change management involves comprehensive restructuring of educational programs, necessitating adjustments to teaching practices and school structures (Osuji & Koko, 2018; Yang, 2019).

Additionally, the government should promote collaborative practices among teachers, including regular team meetings, peer observations, and shared decision-making processes. This can contribute to building collective teacher efficacy and improving engagement with curriculum changes. The Ministry of Education should address systemic barriers that hinder leadership effectiveness, such as bureaucratic constraints, inadequate resources, and insufficient teacher preparation for curriculum changes. Furthermore, continuous professional development programs for teachers should be

implemented, equipping them with the necessary skills to adapt to curriculum changes and develop innovative teaching strategies. Headteachers should play a central role in facilitating these programs and providing ongoing support to Teacherss.

Future research should prioritize the exploration of sustainable leadership models, the development of long-term strategies for maintaining a conducive organizational climate, and a nuanced examination of the interplay between leadership, institutional policies, and teacher agency in the management of curriculum changes.

4.8 Contribution to Knowledge

From the findings of the study, headteachers' use of relation-oriented leadership behaviour accounted for 22.9% in the management of curriculum changes. The use of task-oriented leadership behaviour accounted for 22.5% of the management of curriculum changes; the use of change-oriented leadership behaviour accounted for 16.7% in the management of curriculum changes, and supportive organizational climate in the schools accounted for 15.7% in the management of curriculum changes. Overall, given the supportive organizational climate in the secondary schools in the Karamoja sub-region, the headteacher leadership behaviour accounted for 29.0% towards the management of curriculum changes. This leaves 71.0% of the management of curriculum changes unaccounted for. In order to enhance the management of curriculum changes, given the findings herein, the research proposes a model that provides for the gap of 71.0%. The proposed model - the Management of Curriculum Changes Enhancement Model (MaCCEM) is illustrated in *Fig 4.1*.

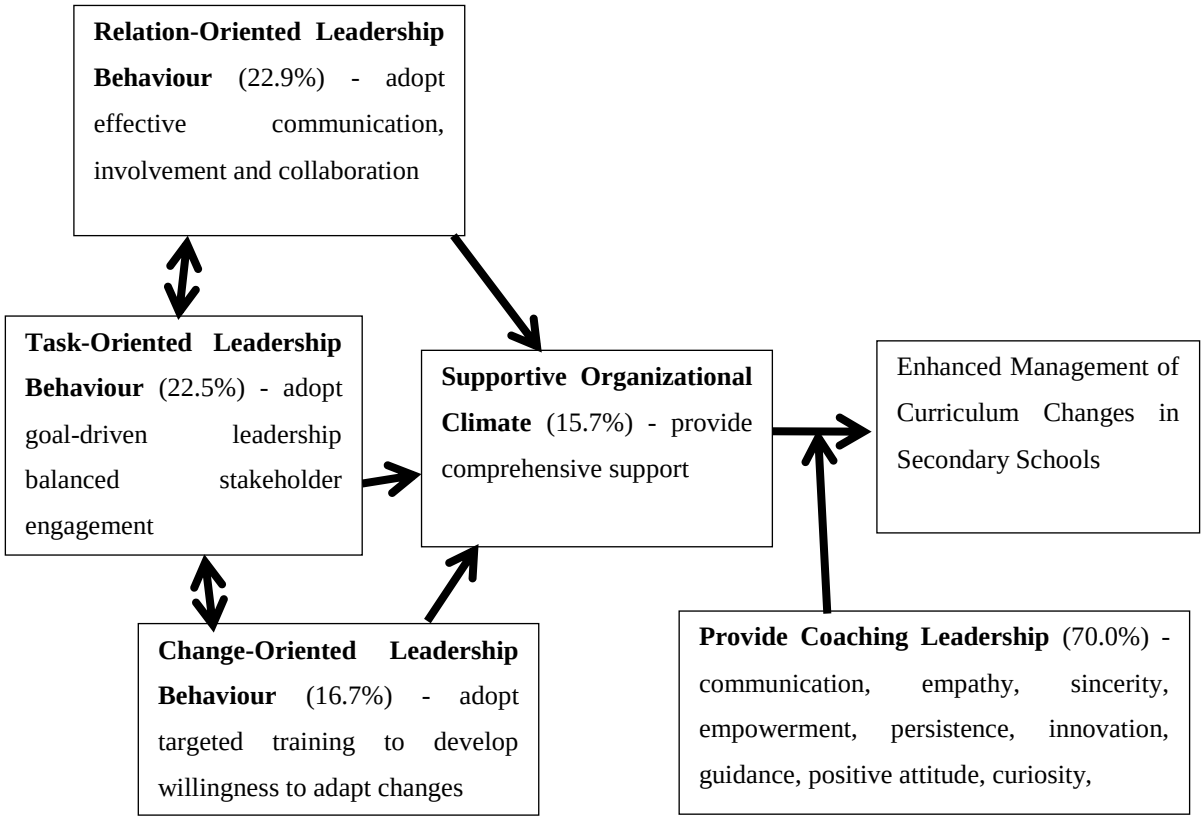

Fig. 4.1: Management of Curriculum Changes Enhancement Model (MaCCEM)

The model was based on the findings of the study coupled with the fact that the adoption of coaching leadership has been known to account for 70.0% improvement in the management of organizations. According to a study by the International Coaching Federation (ICF, 2017), coaching led to a 70% increase in work performance, and 86% of companies reported a positive return on investment. Coaching also provides leaders with the tools and strategies they need to overcome challenges and achieve their goals, leading to increased productivity and success for the organization (ICF, 2020).

Leaders who put great coaching skills into practice can earn the respect and appreciation of the people that they work with. These skills can help them gain trust, build strong bonds and deliver better results for their organization. The leadership coaching skills include but are not limited to Communication, Empathy, Sincerity, Empowerment,

Persistence, Innovation, Guidance, positive attitude, and Curiosity. It can be observed that all these are relevant and would be useful in the management of curriculum changes in secondary schools. Coaching skills as part of a leadership strategy can help to improve culture, employee satisfaction and overall productivity across the organization.

Coaching leadership places high importance on group morale. Team building is a key part of any coaching leadership strategy, helping individuals to build a relationship with one another. Motivated teams work more effectively, making the process of achieving goals not only easier but also more enjoyable. Similarly, Leadership coaching delivers a wide range of benefits that can have a measurable impact on the bottom line of an organization. It can deliver an immediate positive effect on individual performance, helping people within a team become more effective, self-aware and strategic.

In summary, leadership coaching has a wide range of positive effects on both leaders and their organizations, including improved leadership skills and behaviours, increased performance and productivity, and enhanced employee engagement and retention. All of these are vital components to organizational success in our current economic climate. Consider coaching as a tool for personal and professional development and encourage it for other leaders in your organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a comprehensive synthesis of the study's findings, followed by the derivation of conclusions, formulation of recommendations, and identification of areas for further research. The study sought to investigate the effect of leadership behaviours on the management of curriculum changes in secondary schools in the Karamoja sub-region of North Eastern Uganda. Specifically, it examined the influence of relation-oriented, task-oriented, and change-oriented leadership behaviours on curriculum change management, while also exploring the mediating role of organizational climate.

The summary of findings is discussed according to the study's objectives to provide a clear and systematic account of the results. Subsequently, conclusions are drawn based on the empirical evidence, highlighting the theoretical and practical implications of the study. Finally, recommendations are proposed to inform policy, practice, and future research, ensuring that the study contributes meaningfully to the broader discourse on educational leadership and curriculum reform.

5.1.1 Relation-Oriented Leadership and Curriculum Change Management

The present findings indicate that relation-oriented leadership significantly affects the management of curriculum changes in secondary schools in the Karamoja sub-region. Quantitatively, the management of curriculum changes received an overall mean score of 3.75, indicating moderately effective implementation. Nonetheless, critical shortages were noted in the areas of support provision, recognition of staff

contributions, and strategies for managing negative perceptions of change. These deficiencies may undermine curriculum reform sustainability and highlight the importance of targeted organizational interventions.

The relation-oriented leadership construct was scored lower, with an average mean of 2.87, signifying limited practice of behaviors such as effective communication, emotional support, and staff recognition within the sampled schools. Inferential statistical analysis confirms a significant positive relationship between relation-oriented leadership and curriculum change management, with leadership behavior explaining 22.9% of variance in curriculum change effectiveness ($\beta = .229$, $p < .001$). These results warrant rejection of the null hypothesis that relation-oriented leadership has no significant effect.

The qualitative data contextualize these findings, evidencing that close communication and interpersonal engagement between school leaders and staff mitigate implementation challenges and promote adherence to curricular goals. Interview evidence indicates that communication gaps facilitate the introduction of irrelevant pedagogical practices and materials, which ultimately compromise curriculum outcomes. This aligns with established leadership theories, including Path-Goal Theory and Transformational Leadership Theory, which emphasize the facilitative role of relational leadership in fostering teacher motivation, collaboration, and commitment (House, 1996; Bass & Avolio, 1994).

These findings corroborate extant literature within similar educational contexts. Muema and Kibe (2025) highlight that relational leadership is pivotal in enabling schools to navigate educational change by cultivating trust and participatory decision-making. Similarly, Phiri et al. (2020) and Nyong and Maina (2019) underscore

relational leadership's role in enhancing organizational climate, which mediates curriculum implementation success. The present results extend this knowledge by quantifying the relational leadership effect in Karamoja and identifying specific experiential gaps in communication and staff recognition practices.

Furthermore, the low mean score for relation-oriented leadership behaviors indicates that the leadership shortcomings must be addressed to reinforce curriculum reform. This deficit potentially inhibits the full realization of curriculum goals and may perpetuate teacher disengagement and limited autonomy, which are known impediments to effective education reform outcomes (Chan et al., 2022; Acharyulu & Cheng, 2024).

In sum, this study empirically validates the critical role of relation-oriented leadership in influencing curriculum change management in under-resourced, culturally distinctive settings. The rejection of the null hypothesis affirms that this style of leadership significantly contributes to effective curricular reform. Consequently, it is recommended that leadership development programs prioritize relational competencies such as communication excellence, emotional intelligence, and systematic recognition of staff contributions to strengthen the sustainability of curriculum management initiatives.

5.1.2 Task-Oriented Leadership and Curriculum Change Management

The findings reveal that task-oriented leadership is moderately practiced within secondary schools in the Karamoja sub-region, as indicated by an overall mean score of 3.34. This suggests that headteachers engage in structured leadership behaviors including task assignment, provision of technical assistance, and quality inspection to support the management of curriculum change. However, notable areas of deficiency

persist, particularly concerning the consistency of task delegation, sufficiency of technical support, and thoroughness of quality assurance. Addressing these deficits is critical to enhancing operational efficiency and staff satisfaction, both fundamental to successful curriculum implementation (Wanyoko & Muchanje, 2021).

Statistical analysis confirms a significant positive relationship between task-oriented leadership and curriculum change management, with task-oriented leadership explaining 22.5% of variance in curriculum management effectiveness ($\beta = .225$, $p < .001$). This result leads to rejection of the null hypothesis that task-oriented leadership has no significant effect, aligning with theoretical perspectives that underscore the importance of directive leadership for clarifying objectives, structuring activities, and reinforcing standards in educational settings (Basu, 2013; Louis Carter, 2025).

Qualitative evidence supports these quantitative findings. Participants emphasized that clear task setting must culminate in observable educational outcomes, noting that the effectiveness of leadership is ultimately reflected in student learning and community impact. This outcome-oriented perspective resonates with functional leadership theories, which prioritize monitoring task performance and achieving measurable goals as key leadership functions that facilitate organizational success (Northouse, 2021).

Corroborating this, extant literature suggests that task-oriented leadership is essential in environments requiring adherence to curriculum mandates and accountability mechanisms, where precise goal-setting and quality checks enhance implementation fidelity (Ramzan, 2023; Jinga, 2024). However, variability in the practice of task-oriented behaviors suggests uneven leadership effectiveness within the sub-region,

highlighting the need for professional development to strengthen competencies in task management and operational oversight.

In conclusion, task-oriented leadership significantly influences the management of curriculum changes in Karamoja secondary schools. Enhancing consistency and rigor in task-related leadership behaviors is recommended to optimize curriculum reform outcomes. Consequently, capacity-building initiatives for headteachers should concentrate on refining skills in task delegation, technical guidance, and quality assurance to promote sustainable and effective curriculum management.

The hypothesis stating that task-oriented leadership behavior has no significant effect on curriculum change management is therefore rejected, affirming the critical role that task-oriented leadership plays in educational change processes.

5.1.3 Change-Oriented Leadership and Curriculum Change Management

The findings for change-oriented leadership in secondary schools within the Karamoja sub-region indicate moderate practice, with an overall mean score of 2.07. This suggests that while there is some engagement with change leadership behaviors, such as articulating new visions and encouraging adaptability, significant variability across respondents' points to divergent experiences and perceptions of leadership efficacy in managing curriculum innovations. Such inconsistencies may reflect underlying institutional or contextual challenges that must be addressed to establish a cohesive and sustainable approach to curriculum development and reform.

Quantitative analysis confirms a statistically significant relationship between headteachers' change-oriented leadership behaviors and the management of curriculum changes, with change-oriented leadership accounting for 16.7% of variance in curriculum change management outcomes ($\beta = .167$, $p < .001$). This

statistical significance warrants rejection of the null hypothesis that change-oriented leadership has no effect, confirming its contributory role, albeit smaller relative to relation- and task-oriented dimensions.

Qualitative data provide insight into this dynamic, with respondents emphasizing the necessity for leadership to embrace curricular departure from traditional knowledge-dominated approaches towards skill-based methodologies. One respondent articulated the imperative to avoid regression to obsolete pedagogical systems and instead actively engage with evolving curriculum demands. This aligns with transformational leadership principles that prioritize vision-setting, stakeholder empowerment, and facilitation of adaptive change processes (Bass & Avolio, 1994; Phiri et al., 2020).

The literature substantiates these findings, highlighting change-oriented leadership as essential for fostering innovation and overcoming resistance in educational settings undergoing reform (Jorgensen, 2019; Care et al., 2018). However, institutional rigidity and bureaucratic inertia frequently mitigate the effectiveness of change-oriented leadership, underscoring the need for organizational restructuring and professional capacity-building to enable leaders to actualize vision-driven reforms.

In summary, change-oriented leadership significantly influences curriculum change management in the Karamoja sub-region, playing a vital role in driving educational transformation. Despite moderate engagement, variability in practice indicates areas requiring strategic intervention to reinforce visionary leadership capacities, promote collaborative stakeholder participation, and institutionalize adaptive organizational cultures. Thus, the null hypothesis regarding change-oriented leadership's impact is rejected, affirming its critical function in effective curriculum management within resource-constrained educational contexts.

5.1.4 Supportive Organizational Climate and Curriculum Change Management

The overall mean score of 3.42 for supportive organizational climate indicates that this mediating variable significantly influences leadership effectiveness in managing curriculum changes within secondary schools in the Karamoja sub-region. This level of influence underscores the critical role of organizational climate factors such as consistent recognition and reward systems, equitable and transparent policies, and inclusive decision-making processes. These conditions foster an engaged and motivated workforce, which enhances the capacity of schools to implement curriculum reforms effectively.

Statistically, the mediating variables collectively account for 15.7% of the variance in curriculum change management ($\beta = .157$, $p < .001$), affirming their significant effect and thereby leading to rejection of the null hypothesis that organizational climate does not impact curriculum change management. The relationship between organizational climate and curriculum implementation resonates strongly with prior research, which identifies a positive climate characterized by open communication, trust, and collaborative culture as essential for successful educational reforms (Bulat et al., 2024; Neill et al., 2019).

Qualitative data illuminate specific environmental challenges constraining curriculum implementation. Notably, the lack of adequate physical learning environments—such as shaded outdoor spaces- hampers established curriculum activities like individual and group assignments. This concern reflects broader infrastructural and contextual limitations that moderate the effectiveness of leadership behaviors and organizational climate in schools facing resource scarcity (Asif et al., 2025; Galimaka, 2012).

Literature emphasizes that a supportive organizational climate cultivates staff commitment and facilitates collective problem-solving, indispensable in education settings undergoing complex curricular transformations (Gil, 2024; Care et al., 2018). Organizational climate acts as a vital mediator by enabling leadership behaviors to translate into effective curriculum change management through fostering motivation, reducing resistance to change, and enhancing collaboration among staff members.

In conclusion, this study substantiates the significant mediating role of supportive organizational climate in curriculum change management within Karamoja secondary schools. The confluence of quantitative and qualitative evidence highlights that improving organizational climate dimensions such as recognition practices, fairness, participation, and conducive physical environments is imperative for strengthening leadership efficacy and sustaining curriculum reforms. The rejection of the null hypothesis confirms that organizational climate is an indispensable factor influencing successful curriculum change management in resource-constrained educational contexts.

5.1.5 Overall Leadership Behaviour and Curriculum Change Management

The findings indicate that overall headteacher leadership behavior has a significant and positive effect on the management of curriculum changes in secondary schools within the Karamoja sub-region. Quantitatively, the leadership behavior collectively accounts for 29.0% of the variance observed in curriculum change management outcomes, with a standardized regression coefficient of 0.290 and a significance level of $p < .001$. This empirical evidence confirms that improvements in headteachers' leadership practices are associated with proportionate enhancements in the efficacy of curriculum implementation.

This substantial effect size suggests that leadership behaviors exert a decisive influence on how curriculum changes are managed within resource-constrained and culturally specific secondary school contexts. The finding is consistent with extant educational leadership research which emphasizes that effective school leadership—characterized by a combination of relational, task-oriented, and change-oriented behaviors is integral to fostering a conducive environment for educational reform (Jones, 2001; Govindasamy, 2024). Leadership determines not only the direction and vision for curriculum change but also the motivation, engagement, and capacity of teachers and staff to implement reforms faithfully.

Moreover, the integrative nature of leadership behaviors underscores the importance of a holistic approach, whereby headteachers must blend directive actions with relational support and visionary guidance. This comprehensive leadership influence enables coordinated efforts, mitigates resistance to change, and promotes sustained innovation in curriculum practices (Adamson, 2008; Sullanmaa, 2024). Given that leadership accounts for nearly one-third of the variance in curriculum management, targeted professional development focused on enhancing multi-dimensional leadership competencies is imperative for optimizing educational outcomes in Karamoja's secondary schools.

In conclusion, the study robustly rejects the null hypothesis by evidencing that headteacher leadership behavior significantly shapes the management of curriculum changes. This relationship highlights the critical role of school leaders in directing and sustaining curriculum reforms essential for quality education within diverse and challenging educational contexts.

5.2 Conclusions

From the study findings and the corresponding discussions, the study concludes as follows:

Whereas relation-oriented leadership behaviour is well exercised in the schools, every unit practice of relation-oriented leadership behaviour accounts for a 22.9% improvement in the management of curriculum changes in the secondary schools in the Karamoja sub-region. On the whole, relation-oriented leadership behaviour has a significant effect on management of curriculum changes of the lower secondary curriculum in the secondary schools in Karamoja sub-region in Uganda.

Task-oriented leadership behaviour is well exercised in the schools in Karamoja sub-region as every unit practice of task-oriented leadership behaviour accounts for a 22.5% improvement in the management of curriculum changes in the secondary schools. Therefore, task-oriented leadership behaviour has a significant effect on the management of curriculum changes of the lower secondary curriculum in the secondary schools in Karamoja sub-region in Uganda.

Whereas change-oriented leadership behaviour is fairly exercised in the schools, every unit practice of change-oriented leadership behaviour accounts for 16.7% improvement in management of curriculum changes in the secondary schools in Karamoja sub-region. On the whole, change-oriented leadership behaviour has a significant effect on management of curriculum changes of the lower secondary curriculum in the secondary schools in Karamoja sub-region in Uganda.

Considering that all the three different leadership behaviour are used by headeteachers, it can be concluded that leadership behaviour accounts for 30.3% improvement in management of curriculum changes in the secondary schools in Karamoja sub-region.

Therefore, leadership behaviour has a strong significant effect on management of curriculum changes of the lower secondary curriculum in the secondary schools in Karamoja sub-region in Uganda.

The mediating factors account for 15.7% of the management of curriculum changes in the secondary schools in Karamoja sub-region. Therefore, mediating factors such as recognition and reward practices, fair policies, and inclusive decision-making processes; have a significant effect on the management of curriculum changes in the lower secondary curriculum in the secondary schools in Karamoja sub-region in Uganda.

5.3 Recommendations

5.3.1 Relation-Oriented Leadership and Management of Curriculum Changes

i. The Ministry of Education and Sports should consider and implement training programs for headteachers in the Karamoja sub-region and potentially in similar contexts to empower the headteachers in the execution of their mandate.
ii. The Ministry of Education and Sports should also emphasize the development of relationship-oriented leadership skills. This includes fostering collaboration, effective communication, and involvement of all stakeholders in decision-making processes related to curriculum changes.
iii. Additionally, further research could explore the long-term effects of relationship-oriented leadership on curriculum outcomes and student performance, potentially expanding the scope to include other sub-regions and educational contexts.

5.3.2 Task-Oriented Leadership and Management of Curriculum Changes

i. Since the study revealed a strong effect of task-oriented leadership on the management of curriculum changes in the Karamoja sub-region's secondary

schools; there is need to emphasize adoption of structured and goal-driven leadership to effectively manage educational changes, particularly in challenging environments.

ii. It can also be recommended that focus on task orientation must be balanced with stakeholder engagement and relational aspects of leadership.

5.3.3 Change-Oriented Leadership and Management of Curriculum Changes

i. **Professional Development for Change-Oriented Leadership:** There should be targeted training programs for headteachers and teacher leaders to develop change-oriented leadership skills. These programs should focus on fostering innovation, adaptability, and collaboration in curriculum management.

ii. **Creating Supportive Organizational Structures:** Schools need to create flexible and democratic organizational structures that support the active involvement of teachers in curriculum change management. This includes reducing bureaucratic barriers and encouraging a culture of shared decision-making.

iii. **Promoting Teacher Leadership:** Schools should empower teachers to take on leadership roles in curriculum management, providing them with the necessary resources, support, and professional development opportunities to succeed in these roles.

iv. **Strengthening Stakeholder Relationships:** Efforts should be made to enhance communication and collaboration between teachers, school leaders, and external stakeholders. Building strong relationships is essential for effective curriculum change management and overall school improvement.

5.3.4 Supportive Organizational Climate and Management of Curriculum Changes

i. **Enhance Fairness in Pay Policy**: **Review and Revise Pay Policies**: Conduct a comprehensive review of pay policies to ensure they are fair and equitable. Consider implementing a transparent pay structure that rewards performance and experience, ensuring that all staff feel valued and fairly compensated.

ii. **Implement Recognition and Reward Programs**: Establish recognition and reward programs that acknowledge the contributions of teachers and staff. Regular recognition of achievements can enhance motivation and commitment, particularly in the context of curriculum changes.

iii. **Promote Inclusive Decision-Making**: **Encourage Staff Participation**: Develop structures that encourage staff participation in decision-making processes. This could include the formation of committees or working groups that involve teachers and other staff members in key decisions related to curriculum management and school policies.

iv. **Provide Leadership Training**: Offer leadership training for headteachers and other school leaders to promote inclusive leadership practices. Training should focus on strategies for fostering a collaborative environment where all voices are heard and valued.

v. **Strengthen Interpersonal Communication**: **Facilitate Open Communication Channels**: Ensure that open communication channels exist between headteachers, teachers, and other staff members. Regular meetings, feedback sessions, and transparent communication practices can help build trust and strengthen relationships within the school.

vi. **Encourage Collaboration**: Promote a culture of collaboration among teachers and staff. Encouraging teamwork and shared responsibilities can enhance the

collective efficacy of the workforce, making them better equipped to manage curriculum changes.

5.3.5 General Recommendations

As far as the headteacher leadership behaviour in secondary schools is concerned, the study generally recommends as follows:

i. Headteachers are advised to adopt the coaching leadership behavior in addition to relation oriented, task oriented and change oriented, supportive organizational climate in order to enhance their management of curriculum change in the secondary schools.
ii. **Enhancing Leadership Training**: Provide targeted leadership training programs for headteachers in the Karamoja sub-region, focusing on developing skills in communication, collaboration, and trust-building. These programs should equip headteachers with the tools needed to foster a supportive school culture that facilitates curriculum change.
iii. **Promoting Collaborative Practices**: Encourage headteachers to promote collaborative practices among teachers, such as regular team meetings, peer observations, and shared decision-making processes. This can help build collective teacher efficacy and enhance engagement with curriculum changes.
iv. **Addressing Systemic Barriers**: Identify and address systemic barriers that may hinder the effectiveness of headteacher leadership behavior. This could include reducing bureaucratic constraints, providing adequate resources, and ensuring that teachers are adequately prepared for curriculum changes.
v. **Continuous Professional Development**: Implement continuous professional development programs for teachers, focusing on adapting to curriculum changes

and developing new teaching strategies. Headteachers should play a central role in facilitating these programs and providing ongoing support to teachers.

5.3.6 Areas for Further Research

This study was carried out in the secondary schools in Karamoja sub-region. The sub-region is one of the hard-to-reach sub-regions and presents with unique characteristics that require adoption of different or a mixture of leadership behaviours. At the same time, the conditions or the mediating factors present unique situations. This implies that the headteachers in the secondary schools in Karamoja sub-region may be limited in their application of either relation-oriented, task-oriented of change-oriented leadership behaviours as compared to their counterparts in other sub-regions. Therefore, this study recommends that;

1. Similar studies to the current study should be carried out in other sub-regions of Uganda in order to generalize the findings to all secondary schools in the country.
2. Another study could consider other leadership behaviours since this study only considered three of the several leadership behaviours headteachers adopt.
3. Apart from leadership behaviours, several other factors abound that could also be affecting curriculum management. Therefore, such factors could also be expedited in other studies.

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APPENDICES

Appendix I: Letter of Introduction

NAME

P.O. BOX

KARAMOJA

Dear Respondent

RE: DOCTORAL RESEARCH ON LEADERSHIP BEHAVIOR IN MANAGEMENT OF CURRICULUM CHANGES IN THE LOWER SECONDARY CURRICULUM IN KARAMOJA SUB-REGION, UGANDA

I am a Doctoral student at ----------. I am conducting a research to explore Leadership Behavior and Management of Curriculum Changes in the Lower Secondary Curriculum in Karamoja Sub-region, Uganda. I have been granted permission to carry out this research by the authorities.

As a strategic leader in your institution, your opinion is important to the success of this study, and the results will contribute towards identifying leadership practices and behavior that would enable learning institutions to become more change-oriented. I would therefore be very grateful if you would kindly fill out the entire attached questionnaire. Any information you provide will be treated with the utmost confidentiality and will not be used for any purpose other than this study.

Thank you very much for your cooperation and we look forward to your prompt reply.

Yours sincerely

Appendix II: Consent Form

MOI UNIVERSITY

CONSENT FORM

Title of the Study: Leadership Behavior in Management of Curriculum Changes in the Lower Secondary Curriculum in Karamoja Sub-region, Uganda

Principal Investigator:

Rose Akullo

Tel: +256 772355115 Email: rose.akullo@yahoo.com

Introduction:

I invite you to participate in a research study to examine leadership behaviors influencing curriculum change management in a lower secondary education curriculum in the Karamoja sub-region of Uganda. Before you decide to participate, it is important that you understand the purpose of the study, the procedures involved, and the potential risks and benefits.

Purpose of the Study:

The purpose of this study is to gain insights into the leadership behaviors and organizational factors that impact the successful implementation of curriculum changes in the Lower Secondary Curriculum. Your participation will involve providing information about your experiences and perceptions related to curriculum changes in your educational context.

Procedures:

If you agree to participate in this study, you will be asked to:

- Complete a questionnaire that assesses your views on leadership behaviours and Management of Curriculum Changes in the Lower Secondary Curriculum in Karamoja Sub-region, Uganda
- Potentially participate in an interview to provide more in-depth information about your experiences and perspectives.

- Participate in a focus group discussion to provide more information on leadership behaviours and Management of Curriculum Changes in the Lower Secondary Curriculum in Karamoja Sub-region, Uganda.

Risks and Benefits:

Participation in this study involves minimal risk. You may experience some discomfort or inconvenience while completing the questionnaire or participating in the interview. However, the information you provide will contribute valuable insights to the study, potentially leading to improvements in curriculum change management.

Confidentiality:

Your identity will be kept confidential to the extent provided by law. Your name will not be disclosed in any reports or publications resulting from this study. Data will be stored securely and only accessible to the research team.

Voluntary Participation:

Participation in this study is voluntary. You may choose not to participate or withdraw at any time without penalty. Your decision will not affect your relationship with the university or any associated entities.

Consent:

I have read and understand the information contained in this consent form. I had the opportunity to ask questions and received satisfactory answers. By agreeing to participate, I agree to participate in the study voluntarily.

Participant's Name: _____Signature: _____Date: _____

[Researcher's Statement]

I have explained the purpose, procedures, risks, and benefits of the study to the participant. I have answered any questions they may have, and they have provided voluntary consent to participate.

Researcher's Name: _____Signature: _____Date: _____

Appendix III: Questionnaire for Deputy Head Teachers and Teachers

Introduction:

Thank you for accepting to participate in this survey. Your responses are valuable for our research on the management of curriculum changes in lower secondary schools in the Karamoja Sub-region, Uganda. This questionnaire aims to gather your insights and experiences related to leadership behavior and curriculum change management. Your responses will remain confidential.

Section A: Demographic Information

Please answer all questions by putting a tick (√) in the box that closely matches your views alternatively. Please write also in the space provided your views on the questions asked. Thank you for participating in this academic research. Do not write your name or name of your school on the questionnaire

1. Indicate your gender
    1. Male [ ]
    2. Female [ ]
2. What is your Age bracket?
    1. Under 30 years [ ]
    2. 30-40 years [ ]
    3. 41-50 years [ ]
    4. 51-60 years [ ]
    5. Over 60 years [ ]

Indicate your highest educational qualification

    1. Diploma [ ]
    2. Bachelor's Degree [ ]
    3. Master's Degree [ ]
    4. Doctorate [ ]

3. How long have you worked in this school?
    1. Less than a year [ ]
    2. 1-3 years [ ]
    3. 4-6 years [ ]
    4. Over 7 years [ ]
4. How long have you worked as a teacher?
    1. Less than 5 years [ ]
    2. 6-10 years [ ]
    3. 11-15 years [ ]
    4. Over 15 years [ ]

SECTION B

Mark the appropriate column for your response, focusing on “Strongly Disagree (SD - 1),” “Disagree (D - 2),” “Indifferent (Ind - 3),” “Agree (A - 4),” or “Strongly Agree (SA-5).”

SECTION B-IV-1 - Relation-Oriented Leadership

S/N	Items	1	2	3	4	5
1	School leadership is more concerned with developing close, interpersonal relationships with staff					
2	School leadership provides for a two-way communication method to show social/emotional support					
3	School leadership helps the staff feel comfortable about themselves, their co-workers, and their situations					
4	School leaders demonstrate an understanding of their employees' problems					
5	School leaders help to develop their employees' careers					
6	School leaders provide their employees with enough information to do the job					
7	School leaders allow individual autonomy of their staff at work					
8	School leaders show appreciation of what their staff do					
9	School leadership provides support to inexperienced staff to grow					
10	School leaders recognize the needs/feeling of their staff					

SECTION B - IV-II - Task-Oriented Leadership

S/N	Items	1	2	3	4	5
1	School leaders use one-way communication method to clarify roles/objectives					
2	School leaders engage in close monitoring of individual performance/operations					
3	School leaders engage in short-term planning/scheduling of work-related activities					
4	School leaders assign specific tasks to individual staff/groups					
5	School leaders provide technical assistance for completing the tasks					
6	School leaders provide appropriate explanation for job responsibilities					
7	School leaders set performance expectations for each task					
8	School leaders engage in inspecting the quality of work					
9	School leaders engage in determining staffing requirements for various tasks					
10	School leaders always decide on how to effectively use staff to reach the					

	goals/objectives of the organization					

SECTION B-IV-III - Change-Oriented Leadership

S/N	Items	1	2	3	4	5
1	School leadership provides for individual creativity by the staff					
2	School leadership encourages innovative behavior in the workplace					
3	School leadership is more forward looking (envisioning) with regard to issues of change					
4	School leadership advocates for opportunities for positive change in the school					
5	School leadership endeavours to facilitate collective learning for better performance					
6	School leadership provides for intellectual stimulation of the teachers					
7	School leadership allow teachers to apply "out-of-the-box" thinking in serving school					
8	School leadership has established high-quality relationship between the leader and followers					
9	School leadership is characterized by mutual trust among all stakeholders					
10	There is mutual respect/freedom among stakeholders in the school					

SECTION C - DV - Management of Curriculum Changes

S/N	Items	1	2	3	4	5
1	The school has provided effective leadership to drive curriculum change					
2	The school have made curriculum change a high priority issue					
3	The school has provided support to achieve success of the curriculum change					
4	The school has provided resources for effective curriculum change					
5	The school has ensured that all learners participate in work-related learning as part of their entitlement					
6	The school has worked to its strength in fielding its best team to participate in new curriculum initiatives					
7	The school has made use of external partners to achieve successful curriculum change					
8	The school has created a shared approach as a vehicle for effective change					
9	The school recognizes/uses staff contributions towards effective curriculum change					
10	The school has disseminated good practice in fostering curriculum change initiatives					
11	The school has the confidence of staff in					

	implementing curriculum change					
12	The school has provided strategies for dealing with negative perceptions of change					
13	The school has provided for promotion of teamwork in managing curriculum change initiatives					
14	The school has provided for staff 'wants' /'needs' in managing curriculum change initiatives.					

SECTION D - Mediating Variable - Supportive Organizational Climate

S/N	Items	1	2	3	4	5
1	School leadership offers good interpersonal communication					
2	School leadership provides the necessary supportive relationship in the staff					
3	School leadership guides staff in time of risks/challenges that exist during work processes					
4	School leadership has set opportunities for promotion depending on good performance					
5	School leadership has provided for fairness of the pay policy in the school					
6	School leadership acknowledges that staff belong to the school - i.e. there is a sense of belonging					
7	School leadership has set achievable standards for good staff performance					
8	School leadership recognizes/rewards good staff performance					
9	School leadership encourages staff participation in decision-making					
10	School leadership provides for staff training/development for improved performance					

THANK YOU SO MUCH FOR PARTICIPATING IN THIS STUDY

END

Appendix IV: Interview Guide for Key Informants

The items in this interview guide will be used to gather data on leadership behavior and curriculum change management.

ITEMS

1. You are welcome to participate in this study on leadership behaviour and management of curriculum changes. In your opinion, what do you understand by the concepts of i). leadership behaviour; ii). management of curriculum changes?

2. Please elaborate on the views you have presented in each case.

3. Could you be knowing the different types of leadership behaviours? If yes, kindly enumerate them.

4. For the leadership behaviours enumerated above, explain what your understanding of each leadership behaviour.

5. In your view, what could be the effect of relation-oriented leadership behaviours on management of curriculum changes in secondary schools in Karamoja?

6. Please explain more about the effect you have mentioned in 5 above.

7. According to you, what is the effect of task-oriented leadership behaviours on management of curriculum changes in lower secondary schools in the Karamoja Sub-region, Uganda?

8. In your opinion, what could be the effect of change-oriented leadership behaviours on management of curriculum changes in secondary schools in Karamoja?

9. Do you believe that status-oriented leadership behaviours also have some effect on management of curriculum changes in the Karamoja Sub-region, Uganda? If yes, kindly explain the kind of effect that status-oriented behaviours have on management of curriculum changes.

10. There is a mediating effect of organizational climate on the relationship between leadership behaviours and curriculum change management in the lower secondary curriculum. Kindly explain how organizational climate mediates the relationship between leadership behaviours and curriculum change management.

We have come to the end of our interview. Thank you so much for

participating in this study.

END

Appendix V: Ethical Clearance

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

09/04/2024

To: ROSE AKULLO

MOI UNIVERSITY
077233115

Type: Initial Review

Re: UCUREC-2024-780: LEADERSHIP BEHAVIOR IN MANAGEMENT OF CURRICULUM CHANGES IN THE LOWER SECONDARY SCHOOLS IN KARAMOJA REGION, NORTH EASTERN UGANDA.

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **26/03/2024** approved the above referenced study.
Approval of the research is for the period of **09/04/2024** to **09/04/2025.**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **09/04/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Letter from Head of department	ENGLISH	ENGLISH	2024-01-25
2	Protocol	English	ENGLISH	2024-01-25
3	Data collection tools	ENGLISH	ENGLISH	2024-01-25

Yours Sincerely

Prof. Peter Waiswa
For: Uganda Christian University REC

Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS3120ES **22 January 2025**

ROSE AKULLO
soroti core ptc
Soroti

Re: Research Approval: **LEADERSHIP BEHAVIOR IN MANAGEMENT OF CURRICULUM CHANGES IN THE LOWER SECONDARY SCHOOLS IN KARAMOJA REGION, NORTH EASTERN UGANDA.**

I am pleased to inform you that on **22/01/2025**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **22/01/2025** to **22/01/2026**.

Your research registration number with the UNCST is **SS3120ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	ENGLISH	ENGLISH	25 January 2024
2	Project Proposal	English	ENGLISH	
3	Approval Letter	English		
4	Administrative Clearance	English		

Yours sincerely,

Hellen Opolot
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Appendix VI: Plagiarism Awareness Certificate

SR503

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

ROSE AKULLO

DPEM/4986/23

In recognition for passing the University's plagiarism

Awareness test for Thesis **entitled: LEADERSHIP BEHAVIOR IN THE MANAGEMENT OF CURRICULUM CHANGES IN THE LOWER SECONDARY SCHOOLS IN KARAMOJA SUB-REGION, NORTH EASTERN UGANDA with** similarity index of 3% and striving to maintain academic integrity.

Word count:50615

Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 10/03//2025