

**HEADTEACHER LEADERSHIP STYLES AND TEACHER MOTIVATION IN
SELECTED PRIMARY SCHOOLS IN KUMI DISTRICT UGANDA**

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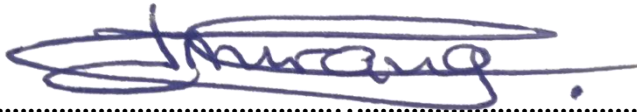


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DECLARATION


I, Jane Florence Imurang, hereby affirm that this research report titled "Head Teacher Leadership Styles and Teacher Motivation in Selected Primary Schools in Kumi District, Uganda" is my original work and has not been submitted to any educational institution for any award.



Signature.....Date 30/6/2024.

APPROVAL

This is to certify that this research report was under my supervision and it is now ready for submission with my approval.

Signature  Date 30/06/2024

Dr. Christine Margaret Okurut Ibore

Supervisor.

DEDICATION

This work is dedicated to my husband, Mr. Ecaat Stephen; my parents, Rtd Rev Canon Samuel Osingil and Mama Hellen Rose Osingil; and my children, Ocom Semu, Apio Grace, and Samuel Osingil, for their unwavering support throughout my studies.

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ACRONYMS

KDLG	Kumi District Local Government
OECD	Organization for Economic Co-Operation and Development
PMDU	Prime Ministers Delivery Unit
UNDP	United National Development Program
UPE	Universal Primary Education
CVI	Content validity Index
HTR	Head teacher.
SD	Standard deviation.

ABSTRACT

This study explored the influence of head teacher leadership styles on teacher motivation in selected primary schools in Kumi District, Uganda. Utilizing a cross-sectional survey design, the research aimed to determine the influence of transformational, instructional, and transactional leadership styles on teacher motivation. The study included a population of 210, from which a sample of 136 respondents, including teachers, deputy head teachers, and head teachers, was selected using simple random sampling and census sampling techniques. Quantitative data were analyzed with SPSS, while qualitative data were examined through content analysis. The findings revealed that head teachers effectively inspire and support their teachers by communicating well, maintaining good working relationships, setting clear objectives, and continuously monitoring teaching activities. They focus on long-term goals and clarify individual roles while rewarding teachers' efforts. The study found out that for objective one, the regression at $R^2 .018$; $p=.157 > .000$; while for objective two, the regression at $R^2 .053$; $P= 0.013 < 0.05$; and for objective three, the regression $R^2 .001$; $p=.745 > .05$. The study concluded that there is an insignificant influence of transformational and transactional leadership on teacher motivation while instructional leadership had a significant influence on teacher motivation. The study recommended that the head teachers should articulate a clear and inspiring vision for the school, aligning it with the goals and values of the teachers. This helps to create a sense of purpose and direction, motivating teachers to work towards common objectives. Furthermore, all stake holders to focus on improving the quality of instruction by providing clear guidelines and expectations for teaching practices and emphasizing high instructional standards that can motivate teachers to strive for excellence in their teaching.

Keywords: Head teacher Leadership Styles, Teacher Motivation, primary Schools, Kumi District

CHAPTER ONE

INTRODUCTION

Aggarwal (2015) believes that motivation is the mother of success, Carson and Chase (2019) contend that teacher motivation is a very important aspect that enhances the effectiveness of the classroom. Headteachers in primary schools in Uganda have been challenged to ensure improved performance of schools through signing performance agreements. In their management and administration of schools, headteachers adopt different leadership styles which in turn affect teacher motivation to go to class to teach, sustain the classroom teaching and persist in the teaching (Williams and Burden, 2019). This study investigated headteachers leadership styles influence on teacher motivation in selected primary schools in Kumi district, Uganda. This chapter presents the background to the study, the statement of the problem, purpose and objectives of study, the research questions, significance and scope, the conceptual framework and a summary of the methodology that was adopted in carrying out the study.

1.1 Background to the Study

Teacher motivation is one's social style towards children during instruction (Williams et al., 2019). Sinclair (2018) describes it as the drive that compels teachers to engage in teaching, stay in the profession, and focus on educating children in schools. In essence, teacher motivation involves the factors that draw individuals to the teaching profession, their duration in the role, and their level of engagement in teaching (Sinclair, 2018). According to the OECD (2017), the headteacher's leadership style is closely linked to teacher motivation, as it involves influencing followers to achieve common goals (Hallinger and Heck, 2010).

Cezmi, Savas, and Toprak (2014) highlighted that leadership involves the effort to steer organizational activities toward achieving a common goal. Essentially, leadership strategy is a leader's unique attributes when directing and guiding a group of individuals. Headteachers, motivate teachers to perform, create and innovate many activities in the course of their job of teaching. Therefore, headteachers in primary schools often adopt leadership styles in order to direct school activities that are normally carried out by the teachers. This means that the leadership style adopted by the headteachers have a bearing on teacher motivation in the schools. Most research on leadership styles have focused on the three common styles of democratic, dictatorial and relaxed leadership styles. This focused on transactional, instructional and transformational leadership styles that have not been over researched about especially in as far as teacher motivation in selected primary schools in Kumi district is concerned.

Hallinger (2013) opined that transformational leadership strategy depends on wide communication to achieve goals from the management of an organization. Effective communication from leaders inspires workers of an organization. Conversely, transactional leadership involves setting predefined goals, with employees agreeing to follow the manager's direction to achieve these objectives (Marks and Printy, 2013). Instructional leadership, as described by Jantzi (2019), focuses more on the teaching and learning behaviors aimed at improving student achievement. The issue of teacher motivation has become contentious in the recent past (OECD, 2017). Teachers around the world have been challenged to improve on their job of teaching children at different levels (Marks and Printy, 2013). This is because observation by stakeholders indicates that teachers' morale to teach has greatly declined (OECD, 2017). The desire for most teachers to engage in teaching,

remain in teaching and concentrate on teaching children in schools has tremendously dropped (UNDP, 2019).

In Uganda, the issue of teacher motivation has not been any better because the drive for teachers to engage in teaching, how long they remain in their job of teaching and the the degree of engagement in teaching as a profession has become low (UWEZO, 2019). There is also overwhelming evidence of teachers who have left teaching to do other jobs especially after the COVID-19 lockdown in Uganda. The inspection reports (2018, 2019 and 2021) from Kumi district Education Department all indicate reluctance for teachers to do their work. The reports indicate that less than 40% of the teachers had updated lesson plans and lesson notes. Teacher attendance in Kumi district according to PMDU (2020) was at 49% while time on task was at 43%. This is a clear manifestation of poor motivation of teachers in primary schools in Kumi district, Uganda.

1.2 Statement of the Problem

Motivation moves people to do something including pursuing a teaching career. It is also known that when people receive relevant motivation, it regulates what behavior people carry out or not carry out, how much emphasis they put in any actions (Downs and McInerney, 2003).

Head teachers in primary schools adopt leadership styles in order to direct school activities carried out by the teachers. However, many primary teachers in most primary schools in Kumi District have greatly waned (DES, 2022; DEO, 2021, 2022). The drive for teachers to engage in teaching, remain in teaching and concentrate on teaching children in schools is very low. Teacher motivation in primary schools in Kumi district has dropped to as low as 40% (Kumi DLG, 2021) with teacher attendance at 49% and time on task at 43% (PMDU, 2021).

While there are several studies on leadership styles available in literature, the focus on transformational, transactional and instructional leadership styles on teacher motivation has not been adequately covered especially in rural districts such as Kumi district in Uganda. Therefore, this study investigated head teachers leadership styles influence on teacher motivation in selected primary schools in Kumi district, Uganda.

1.3 Objectives of the Study

1.3.1 Major Objective

The major objective of the study was to investigate the influence of Head teacher leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

1.3.2 Specific Objectives of the Study are;

1. To establish the influence of transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.
2. To assess the influence of instructional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.
3. To determine the influence of transactional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

1.4 Research Questions

- i. What is the influence of transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda?
- ii. What is the influence of instructional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda?

- iii. What is the influence of transactional leadership style on teacher motivation in selected primary schools in Kumi district, Uganda?

1.5 Justification for the Study

Aggawal (2016) believes that motivation is the mother of success in an organization. In a school setting, teacher motivation can be the basis of improved learning and attainment of the mission and vision of the school. Therefore, understanding the complexities of teacher motivation can offer valuable insights into how to improve it more broadly (Mansfield et al., 2012), aiding in the goal of sustaining quality schooling workforce. Head teachers play a crucial role in ongoing school improvement, necessitating excellent leadership attribute to meet the demands of an evolving society.

1.6 Significance of the Study

The study's findings offer a comprehensive foundation for policymakers, guiding them in identifying and emphasizing the leadership styles that are most effective in enhancing teacher motivation within primary schools. By understanding which leadership styles yield the best outcomes, policymakers can implement these leadership styles that foster a more motivated and engaged teaching workforce.

For head teachers, the study underscores the critical importance of adopting suitable leadership styles. Effective leadership is not one-size-fits-all; it requires a tailored approach that considers the unique dynamics of each school and its staff. By embracing leadership styles that resonate with their teachers, headteachers can create a supportive working atmosphere which can motivate teachers to do their work as expected.

Additionally, the study sheds light on the relationship between headteachers and teachers, highlighting the need for collaborative and supportive interactions. By fostering strong, positive relationships, headteachers and teachers can work together to develop and implement best practices that can motivate them to work. This collaborative approach ensures that both leadership and teaching practices are aligned with the shared goal of making teachers motivated.

Furthermore, the findings provide a valuable basis for further academic research on leadership and school management. Academicians can rely on this finding to explore new dimensions of leadership effectiveness, investigate different contexts, and develop more refined theories and models. This ongoing research contributes to a deeper explanation on how leadership influences institutions dynamics and outcomes, ultimately informing more effective educational policies and practices.

Lastly, the study offers practical benefits for teachers by providing them with effective classroom management strategies. These strategies help teachers create a positive learning and teaching atmosphere which makes them to complete their tasks in time.

1.7 Scope of the Study

1.7.1 Geographical Scope:

The study was carried out in 20 selected primary schools in Kumi District. Kumi District is located in Eastern Uganda, Teso region, it borders Bukedea in the south, Pallisa in the west, Ngora in the North and Katakwi in North east. This is because for the past decade, teacher motivation has been quite low as compared to other major regional districts such as

Soroti, Gulu, Jinja and Fort portal. This is despite the fact that Headteachers in the secondary schools use various leadership styles in leading the schools towards set goals.

1.7.2 Content Scope:

This study examined the three more recent head teacher leadership styles which are transformational, instructional and transactional in order to establish the corresponding influence on teacher motivation in selected primary schools in Kumi district, Uganda.

1.7.3 Time Scope:

The years from 2017 to 2022 was considered for the study. This being the period during which teacher motivation has been at its lowest.

1.8 Conceptual Framework.

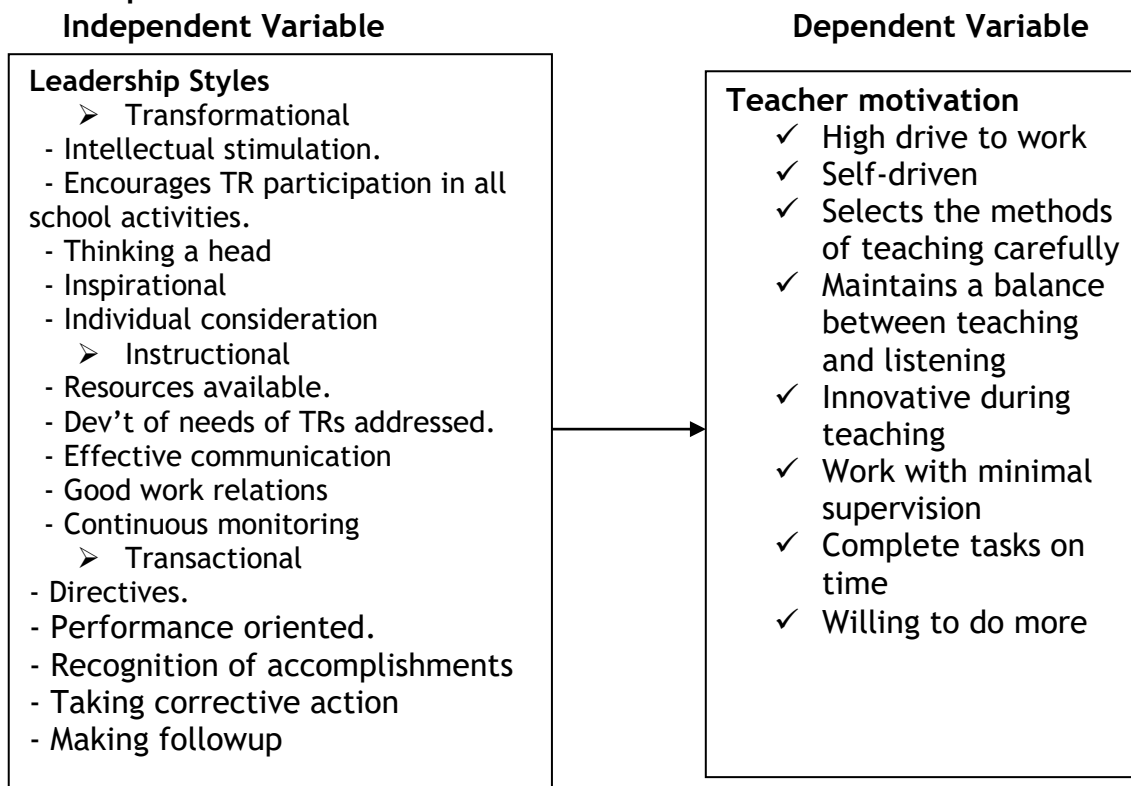


Figure1: Conceptual Framework

Source: Adopted and modified from Northouse (2011) and Gronlound (2010).

In this study, head teacher leadership styles were the independent variable and focus was on transformational leadership strategy, instructional and transactional leadership strategy. The dependent variable was teacher motivation in selected primary schools in Kumi district, Uganda. This was measured on the teachers drive to work, Selection of the methods of teaching carefully, maintaining a balance between teaching and listening, innovative during teaching, working with minimum supervision, completing tasks on time and willingness to do more. The assumed relationship between the headteachers leadership style and teacher motivation is that effective headteachers can inspire teachers leading to teacher motivation in most selected primary selected schools in Kumi district.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The concept of leadership, leadership styles, approaches and skills has been a significant area of research and debate for decades, both within the field of education and public sector. This study focuses on three leadership styles used by head teachers in ensuring teacher motivation in their schools. These are transformational leadership style instructional leadership style and transactional leadership style. This chapter presents the review of related literature in accordance with the objectives of the study. The chapter also presents a sub-section of theoretical review that provides an explanation and evidence by other scholars that have used the theories in their studies and the outcomes.

2.1 Theoretical Review

Understanding employee motivation is crucial for managers because it helps them grasp why individuals exhibit varying behaviors at work and how to influence these behaviors to ensure employees put forth their best efforts toward achieving organizational goals (Hughes, Ginnett, and Curphy, 2019). Empirical evidence shows that motivated employees contribute to better organizational performance, being more productive, engaged, efficient, and effective (Lee & Raschke, 2016). Thus, having a critical understanding of motivation is essential and application of the motivational theories is vital for managers of organizations and institutions alike. Adopting appropriate leadership styles can be one way of motivating teachers in schools. There are several motivation theories that head teachers can consider as they lead their colleagues in schools. Some of the motivation theories include; the Abraham Maslows Theory of Need, the Herzbergs Two-Factor Theory or Motivator-Hygiene Theory, the Vrooms Expectancy Theory, the McGregors Theory X and Y; Alderfers ERG (Existence,

Relatedness, Growth) Theory, the Process Cognitive Theory and the McClellands Need Achievement Theory to mention but a few.

It is not possible for any individual leader to apply all the available motivation theories in his or her leadership. Therefore, this study considered two of the several theories that have hitherto been mentioned, that is the Herzbergs Two-Factor Theory and the Aldefers ERG Theory.

2.1.1 Herzberg's Two-Factor Theory or Motivator-Hygiene Theory

Herzberg's Theory of Motivation, also called the Two-Factor Theory, emerged from experiments conducted in the 1950s and 1960s that examined the impact of mindset on motivation. Participants were asked to describe situations where they felt very good or very bad about their jobs. Herzberg discovered that specific job characteristics were consistently linked to job satisfaction, while different factors were associated with job dissatisfaction (Ratzburg, 2003). This formed the foundation of Herzberg's Motivation Theory.

The motivational-hygiene theory posits that employee motivation is significantly enhanced when individuals engage in work that is both stimulating and enjoyable, thereby facilitating achievement, development, responsibility, and career progression within the organization. Herzberg delineated two distinct categories of factors influencing workplace motivation: motivator factors and hygiene factors. Motivator factors, which are intrinsic to the job itself, encompass the need for personal and professional growth and recognition. Their presence markedly elevates motivation and job performance, encompassing elements such as achievement, recognition, advancement, the nature of the work, opportunities for personal growth, and responsibility.

Conversely, hygiene factors pertain to the extrinsic environment of the job and align with Maslow's hierarchy of basic needs, including physiological, safety, and social requirements. Although the absence of these factors can lead to dissatisfaction, their presence does not necessarily enhance motivation (Gibson, 2010). These hygiene factors include organizational policies, technical supervision, interpersonal relationships with supervisors and peers, salary, job security, personal life balance, working conditions, and social status. Herzberg identified these hygiene factors as crucial for maintaining a baseline level of satisfaction and preventing dissatisfaction, thus serving as a foundational element for potential motivation (Huling, 2003).

The Herzberg Theory was important in this study because the type of leadership employed by a leader such as a head teacher can make the work of followers (teachers) enjoyable for them to achieve, grow and demonstrate responsibility in the school setting. On the other hand, the type of leadership style adopted (transformational, instructional or transactional) may make the teachers dissatisfied thereby make the teachers to be demotivated. Therefore, leaders must take into account the needs of their followers and find new and innovative ways to help their teams achieve their goals. Head teachers, as leaders, should encourage their teachers to think creatively and be innovative. By stimulating their teachers, they can foster critical thinking and problem-solving skills, ultimately enhancing the group or organization as a whole.

2.1.2 Alderfers ERG (Existence, Relatedness, Growth) Theory

Motivating teachers is one of the important issues in every aspect of any school environment. The overall school performance is dependant the degree of teacher motivation in the school. The Alderfers Theory offers three categories of needs parallel to the five postulated by

Abraham Maslow. Alderfer's Theory identifies the needs for existence, relatedness, and growth (Koçel, 2010). According to Alderfer, the need for existence corresponds to physiological and safety needs in Maslow's Theory, emphasizing a secure and safe life necessary for survival and continuation of lineage. The need for relatedness involves forming and maintaining relationships in both social and business contexts. The need for growth pertains to self-development and realizing one's potential. Unlike Maslow's Theory, the ERG approach includes the principles of frustration and regression. According to these principles, failing to meet a higher-level need can trigger a focus on a lower-level need, leading to dissatisfaction at the lower level (Eren, 2014).

The Alderfers Theory was relevant to this study in that when headteachers apply leadership styles that provide motivation to the teachers, there will be enhance the efficiency and quality of education of the selected primary schools. Therefore, Kumi district and the country at large will be supplied with qualified workers who contribute to serving the nation. Hence the theory will be a basis for the head teachers to make an appropriate choice of the leadership style that will enhance the teacher motivation in their schools.

2.2 Teacher Motivation

Motivation, according to Dornyei and Ushioda (2011), is the innate force or drive that propels people to take action. This indicates that when someone is driven with energy to work, they will automatically move to complete the task at hand. According to Sinclair (2008), teacher motivation is measured by fators such as attractiveness, retention, focus and the length of time teachers spend in their initial teacher education courses before beginning to teach. This is in relation with the study in selected primary schools in Kumi district which showed that teachers are self-driven and work with minimal supervision. Additionally, Tang (2011)

showed that in less developed nations, intrinsic factors such as pay, job stability is regarded significant than extrinsic factors in determining teacher motivation.

Mani (2002) states that teacher motivation encompasses both the desire to teach and the interpersonal style a teacher adopts with students. It relates to the degree of psychological need and satisfaction experienced while teaching. Teacher motivation can be altruistic, intrinsic, or extrinsic, among other types. A motivated teacher exhibits a high drive to work, is self-motivated, and requires minimal supervision.

Richardson and Watt (2010) reviewed studies on teacher motivation, focusing on factors influencing teaching activities. They identified several outcomes of teacher motivation, including its impact on teachers' psychological health and well-being.

These are as a result of the leadership styles of the headteachers as it influences the teachers to complete the tasks willingly when psychologically motivated.

2.3 Transformational Leadership Style

Transformational leadership, characterized by the ability to inspire and motivate followers through a shared vision, has been extensively linked to enhanced teacher motivation. Numerous studies have demonstrated that transformational leaders who exhibit behaviors such as individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence significantly impact teachers' intrinsic motivation and job satisfaction. For instance, Leithwood and Jantzi (2005) found that transformational leadership positively influences teacher commitment and engagement by fostering a supportive and empowering work environment. Similarly, Nir and Kranot (2006) reported that teachers under transformational leaders exhibit higher levels of motivation and professional growth,

attributing this to leaders' ability to provide a clear vision and recognize individual contributions. Moreover, research by Barnett and McCormick (2004) highlighted the correlation between transformational leadership and increased teacher efficacy and motivation, suggesting that such leadership practices promote a sense of purpose and accomplishment among teachers

In elementary schools in Banda Aceh, transformational leadership by principals has shown positive results in teacher motivation. Principals enhance teacher discipline, improve teaching and learning quality, achieve school success in various competitions, and foster strong support from school committees (Nasir, 2020).

A study by Yoesoep (2023) established that transformational leadership strategy accounts for 56.1% of the variance in teacher motivation, with other variables influencing the remaining portion. This is reinforced by determination coefficient of 0.561, indicating that factors such as teachers' own drive, including salary, contribute to this variable.

Balyer (2012) identifies four components of transformational leadership strategy: idealized influence, inspirational motivation, intellectual stimulation, and individualized reflection. stimulating motivation refers to how leaders energize and motivate followers, setting an example that followers must emulate. Transformational leaders are effective when they follow their own recommendations and embody charisma to inspire followers toward common goals. Without setting an example and having charisma, transformational leadership may fail to engage followers effectively.

The relationship between transformational leadership and teacher motivation has been extensively explored, consistently highlighting the positive impact of transformational

leadership on teachers' motivational levels. For instance, Nguni, Slegers, and Denessen (2009) demonstrated that transformational leadership significantly enhances teachers' job satisfaction and organizational commitment by promoting a vision that aligns with teachers' personal values and goals. Similarly, research by Bogler (2012) found that transformational leaders who engage in practices such as providing intellectual stimulation and individualized consideration foster higher levels of intrinsic motivation among teachers. Additionally, Sun and Leithwood (2012) reported that transformational leadership contributes to teachers' professional learning and development, further enhancing their motivation and commitment to the educational institution. Avolio and Yammarino (2013) also noted that transformational leadership's emphasis on vision, inspiration, and personal development plays a critical role in motivating teachers by creating a supportive and empowering work environment. Collectively, these studies underscore the crucial role of transformational leadership in fostering a motivated and committed teaching workforce.

Recent literature continues to affirm the positive correlation between transformational leadership and teacher motivation, emphasizing its relevance in contemporary educational contexts. Eyal and Roth (2014) revealed that transformational leadership significantly enhances teachers' autonomous motivation by fostering an environment of trust and empowerment. Similarly, Shatzer et al. (2014) found that transformational leadership practices, such as providing individualized support and fostering collaborative cultures, are strongly associated with increased teacher motivation and professional commitment. More recent studies, such as those by Lee and Nie (2017), suggest that transformational leadership not only boosts teacher motivation but also enhances their sense of self-efficacy and professional growth. Furthermore, research by Saleem et al. (2020) indicated that transformational leaders who prioritize emotional intelligence and provide constructive

feedback positively influence teachers' job satisfaction and motivation. Khan et al. (2021) also highlighted the role of transformational leadership in mitigating teacher burnout and promoting resilience, further underscoring its importance in sustaining teacher motivation. Overall, the contemporary literature consistently demonstrates that transformational leadership plays a pivotal role in fostering an inspiring and motivating educational environment for teachers.

The main gap in these studies is that all of them were done in developed countries in the west and none of them is African and also none in the developing countries. Therefore, this study provides valuable information in a developing country and particularly in a rural setting such as Kumi district in a developing country Uganda.

2.4 Instructional Leadership Style

The relationship between instructional leadership and teacher motivation has garnered considerable attention in educational research, highlighting the significant role instructional leaders play in fostering an environment conducive to teacher motivation. According to Hallinger and Heck (2010), instructional leadership, characterized by setting clear educational goals, managing the curriculum, and promoting a positive school climate, directly influences teacher motivation and effectiveness. These leaders prioritize the professional development of teachers, providing them with the necessary resources and support to enhance their instructional practices. Such leadership practices have been shown to increase teachers' sense of efficacy and commitment to their professional roles, thereby boosting their intrinsic motivation.

Furthermore, Blase and Blase (2009) emphasize that instructional leaders who engage in frequent classroom observations and provide constructive feedback contribute significantly

to teachers' motivation and professional growth. These leaders foster a collaborative environment where teachers feel valued and supported, leading to higher levels of job satisfaction and motivation. The emphasis on reflective practice and ongoing professional development encourages teachers to continuously improve their instructional strategies, which in turn enhances their motivation and commitment to work. This approach aligns with the findings of Robinson, Lloyd, and Rowe (2008), who argue that effective instructional leadership is a critical determinant of teacher motivation.

Recent studies have also explored the impact of instructional leadership on teacher motivation within diverse educational contexts. For instance, Shatzer et al. (2014) found that in schools where principals exhibit strong instructional leadership, teachers report higher levels of motivation and job satisfaction. This is attributed to the principals' focus on fostering a supportive and inclusive school culture, promoting professional collaboration, and recognizing teachers' achievements. Similarly, research by Day et al. (2016) indicates that instructional leaders who prioritize teachers' professional development and well-being contribute to a positive school climate, which in turn enhances teachers' intrinsic motivation and engagement.

In addition, instructional leadership has been linked to teachers' motivation through its impact on school-wide instructional practices and student outcomes. Leithwood and Sun (2012) argue that instructional leaders who effectively align instructional practices with the school's vision and goals create a coherent and focused educational environment. This alignment not only enhances teachers' instructional effectiveness but also their motivation to contribute to the school's success. Furthermore, Supovitz, Sirinides, and May (2010) suggest that the presence of strong instructional leadership fosters a sense of collective

responsibility among teachers, leading to increased motivation and a shared commitment to improving student learning outcomes. Collectively, these studies underscore the pivotal role of instructional leadership in cultivating an environment that supports and motivates teachers, ultimately contributing to improved educational outcomes. According to Saleem et al. (2020), instructional leadership improves instructors' motivation at the college level through planning and judgment.

The primary objectives of instructional leadership are to make sure that relevant educational services are delivered promptly and effectively and that government policies are implemented, allowing the company to focus on its set goals. Instructional leadership is a collection of crucial organizational roles. They go on to explain that it would promote finding suitable modifications to fulfill the needs of the kids both now and in the future (Saleem et al., 2020). It also oversees technical and other staff members and fosters a positive work environment and robust social structure. Researchers found that in order to communicate

with educators and motivate, it is commonly accepted, according to Pinder (2017), that competent leadership is necessary for the efficient running of many educational operations. One aspect of education that has been linked to leadership in a school setting is students' capacity for learning. It is thought that the idea is crucial to school leadership and necessary for achievement. However, there isn't a comprehensive body of work that spans decades to substantiate leadership practices in education. Despite what many people think, not much research has been done on school leadership. He goes on to say that principals' skills and expertise are becoming more. Smith and Kackson (2022) elaborate on the leadership style of schools and how it affects teachers' delivery. They claim of strong leadership or effective governance.

Suharina et al.(2022) study on teachers' motivation and the effect of leadership indicates that when an institution's management is suitable for the situation and setting, teachers are even more likely to increase their productivity. However, there is a scenario that puts the task-oriented leadership that educator's value and desire in peril. They continue by elaborating on how mentoring educators is an essential part of the primary effort to promote education and ensure its success (Suharina et al., 2022). The degree of motivation teachers possess determines how well they fulfill their duty to instruct and educate their learners. According to their research, a leadership style is deemed successful if it is utilized too.

2.5 Transactional Leadership Style

Marks and Printy (2013) highlighted the delicate balance principals must maintain in their leadership behaviors to foster positive change and development in schools. Their comprehensive study collected survey data from a diverse sample of 910 teachers across 24 U.S. elementary and middle schools undergoing various reform initiatives. By examining the teachers' perceptions of their principals' leadership styles and behaviors, the researchers sought to uncover the nuanced ways in which leadership impacts educational outcomes and school quality. The data revealed significant correlations between principals' leadership approaches and the overall quality of education provided. Specifically, the study found that poor leadership, characterized by a lack of vision, support, and effective communication, correlated negatively with pedagogical quality. Teachers in schools led by ineffective principals reported lower levels of instructional support, reduced collaboration, and diminished professional development opportunities, all of which contributed to a decline in teaching quality and student outcomes. Conversely, the study highlighted the benefits of a blended leadership approach, where principals combined transactional and instructional leadership styles. Transactional leadership, which focuses on structured tasks, clear goals,

and rewards for performance, when complemented by instructional leadership, which emphasizes curriculum management, teacher development, and fostering a positive learning environment, showed strong positive correlations with school quality. Teachers perceived principals who effectively balanced these leadership styles as more competent, supportive, and make the teachers to be willing to do more.

Similarly, longitudinal studies, such as the one by Sammons, Gu, Day, and Ko (2011), provide a means to measure the long-term effects of principal leadership on school quality. Their study surveyed 378 primary and 362 secondary schools over three years, using confirmatory factor analysis and structural equation models. The results indicated that principals' leadership, policies, and processes significantly impact overall school work.

Furthermore, Chin (2017) conducted a meta-analysis of 28 independent studies to explore the relationship between transactional leadership and school outcomes like teacher job satisfaction, perceived school effectiveness, and teacher motivation. The analysis showed that high levels of transactional leadership improve various aspects of in the school. Additionally, it was found that principals with higher educational levels tend to exhibit more effective leadership behaviors, positively influencing their schools and students. The study included principals from diverse socioeconomic backgrounds, revealing that different accountability modes affect principals differently.

Transactional leadership can positively influence teacher motivation by providing clear expectations and recognizing achievements (Nawaz & Khan, 2016). The contingent reward system can enhance teachers' intrinsic and extrinsic motivation by acknowledging their efforts and successes. For example, Burns (2018) found that teachers in schools with strong transactional leadership were more likely to report higher levels of job satisfaction due to

the recognition and rewards associated with their performance. This recognition can serve as a powerful motivator, leading to increased teacher retention and commitment (Johnson, 2020).

Conversely, the rigid structure and focus on performance metrics inherent in transactional leadership can lead to a decrease in teacher motivation. This style may fail to address teachers' higher-order needs for autonomy, professional growth, and intrinsic satisfaction (Eyal & Roth, 2017). Kohn (2019) argues that transactional leadership can stifle creativity and innovation among teachers by prioritizing compliance over professional development. Additionally, the pressure to meet specific performance metrics can result in increased stress and burnout, negatively impacting teacher motivation and overall job satisfaction (Hargreaves, 2018).

The effectiveness of transactional leadership on teacher motivation may depend on contextual factors such as school culture, teacher demographics, and individual teacher preferences. For instance, transactional leadership might be more effective in highly structured environments where clear guidelines and rewards are valued (Smith & Bell, 2019). In contrast, schools with a collaborative culture that emphasize professional growth might find transactional leadership less effective (Williams & Johnson, 2021). Furthermore, demographic factors such as years of experience and educational background can influence how teachers perceive and respond to transactional leadership practices (Davies, 2020). Teachers early in their careers might appreciate the clear structure and immediate rewards, whereas more experienced teachers may seek leadership that offers greater professional autonomy and opportunities for innovation.

Conclusion from the literature.

The literature review concludes that a strong focus on improving teaching and learning is essential. Effective head teachers share their vision through strong relationships and possess core values centered on motivating teachers. Developing leadership capacity and succession planning are crucial for sustained improvement and staff retention. Successful head teachers adapt their style based on the school context. This study compared the experiences of current head teachers with literature findings to draw appropriate conclusions. The next chapter outlines the research methodology used in the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter describes the research design employed in the study, the population and sample selection, the data collection instruments, the procedures followed, and the methods used for data analysis.

3.1 Research Design

A research design structures the conditions for data collection and analysis to ensure relevance to the research purpose (Kothari, 2006). This study used a cross-sectional survey design, incorporating both quantitative and qualitative approaches for methodological triangulation to enhance reliability and validity (Amin, 2005). Quantitative data were collected from 116 respondents (85.29%), and qualitative data from 20 respondents (14.71%). The cross-sectional design allowed for data collection from a diverse group of respondents over a short period, without the need for follow-up (Picho, 2014). This approach was chosen for its ability to confirm or refute assumptions and capture a specific point in time, making it suitable for various studies (Creswell, 2005). The qualitative approach provided in-depth knowledge, while the quantitative approach generated numerical data using SPSS for analysis.

3.2 Study Population

A population is the total number of samples from where measurement is taken (Kombo and Tromp, 2008). This study targeted 210 individuals, including Head teachers, Deputy Head teachers, and teachers from selected primary schools in Kumi District (Njeru, 2012).

3.3 Sample Size

A sample is a subset of the population whose results are generalizable (Pikas, 2020). The study sampled 20 primary schools by taking two well-established schools with a substantive headteacher from each sub-county. A total of 136 respondents who included: 96 teachers, 20 Head teachers, and 20 Deputy Head teachers from 20 selected primary schools in Kumi District was sampled. Head teachers served as key informants due to their management roles. Simple random sampling selected the 20 schools from the district's 75 primary schools. These 20 primary schools were selected from 6 old sub counties and the 4 Town councils of Kumi district each 2 schools giving a total of 20 selected primary schools in Kumi district, Uganda.

Table 3.1 Population, sample size and sampling techniques used.

Population Category	Population Size	Sample size	Sampling Technique
Head teachers	20	20	Census sampling
Deputy Head teachers	20	20	Census sampling
Subject Teachers	170	96	Simple random sampling
Total	210	136	

Source: Kumi District Local Government Education Office (2022).

3.4 Sampling Techniques

Simple Random Sampling and Census Sampling were used to select the respondents in this study. The simple random sampling was used to select the subject teachers while the census method was used to select the headteachers and deputy headteachers. This was because, simple random sampling ensures every unit has an equal chance of selection, using methods like random number tables or lottery (Babbie, 1990; Anita, 2013). Census sampling involves collecting data from every element of interest (Creswell, 2005). This strategy was applied to teachers via simple random sampling and Head teachers and Deputy Head teachers via census sampling.

3.5 Data Collection Methods and Instruments

Data collection is the systematic gathering of data to answer research questions (Kothari, 2006). This study used questionnaires and face-to-face interviews to gather data.

3.5.1 Questionnaire

A structured questionnaire was used to collect quantitative information from Deputy Head teachers and teachers. The questionnaire was used because it is a versatile and potent instrument for data collection across diverse research domains (Kothari, 2010). It has the ability to facilitate standardized data collection, organization and analysis (Kothari, 2010). It is easy to use and can collect data from large samples in a short time. The questionnaire used a Likert scale for measuring responses, chosen for its ease of construction and reliability (Amin, 2005; Kothari, 2010).

3.5.2 Interview Guide

An interview guide was used for qualitative data collection from Head teachers, because interview method allows for unrestricted responses and better understanding of perceptions (Best & Khan, 1993; Picho, 2014). further, interviews help to explain, better understand and explore the participants' opinions, behaviour and experiences. Being open ended facilitates collection of in-depth data from the participants (Kothari, 2010).

3.6 Quality Control

3.6.1 Validity

Validity assesses whether the instrument measures what it is intended to measure (Kothari, 2004). For the interview guide, the validity was assessed in terms of credibility, trustworthiness and applicability of the interview guide. However, for the self-administered questionnaire, the validity was assessed after the experts in the faculty of Education rated the items in the instrument and the content validity index was computed. Content validity index (CVI) calculated, yielded a CVI of 0.975, indicating excellent validity (George and Mallery, 2003).

3.6.2 Reliability

Reliability measures the consistency of an instrument (Amin, 2005; Mugenda, 2003). For the interview guide, reliability was assessed basing on the views of the experts in terms of value, applicability, and confirmability. However, for the self-administered questionnaire, reliability was assessed through pretesting of the instrument and the reliability was calculated. The reliability coefficient obtained through SPSS gave a Cronbach's Alpha value of 0.885, indicating good reliability (George et al, 2003).

3.7 Data Analysis

Data analysis involves examining collected data to draw conclusions (Kothari, 2010; Kombo & Tromp, 2006). Both quantitative and qualitative paradigms were used for methodological triangulation (Amin, 2005).

3.7.1 Quantitative Data Analysis

Quantitative data was coded, and analyzed using version 26 SPSS. Descriptive statistics transformed data into tables and figures. Simple linear regression analyzed the Association between the Head teachers' leadership style and teacher motivation. Correlation coefficients were interpreted using a standard thumb rule (Cohen, 1987).

3.7.2 Qualitative Data Analysis

Qualitative data from Head teachers were transcribed and analyzed using content analysis, with findings discussed under study themes to triangulate with quantitative data.

3.8 Ethical Considerations

The study strictly followed established ethical guidelines to ensure the integrity and credibility of the research process. Key ethical considerations included:

1. **Obtaining Informed Consent:** Before participation, all respondents were fully informed about the nature, purpose, and potential impacts of the study. They were provided with clear and comprehensive information about their role, the types of data to be collected, and how the data would be used. Respondents were required to provide their voluntary consent, indicating their willingness to participate without any form of coercion or undue influence. This process ensured that all participants were aware of their rights and the voluntary nature of their involvement.

2. **Maintaining Respondent Anonymity:** The confidentiality of the respondents was a primary concern. Measures were implemented to ensure that individual identities and responses remained anonymous. Personal identifiers were removed from the data to protect the privacy of the participants. Codes or pseudonyms were used in place of names, and any identifying details were omitted from the final report. This approach helped to protect the respondents from any potential harm or repercussions resulting from their participation in the study.
3. **Securing Permissions from Relevant Authorities:** Prior to data collection, the necessary permissions and approvals were obtained from relevant authorities. This included approval from the Faculty of Education at Uganda Christian University, Mbale Campus, and authorization from the Kumi District Education Office. Additionally, letters were sent to the Headteachers of the selected primary schools requesting permission to conduct the study. These steps ensured that the research was conducted in compliance with institutional and local regulations and received the necessary support from educational authorities.
4. **Maintaining Objectivity:** The researcher was committed to maintaining objectivity throughout the study. This involved presenting findings accurately and without bias, and ensuring that personal views or assumptions did not influence the research process. Data was collected and analyzed in an impartial manner, and the results were reported honestly, reflecting the true nature of the findings.
5. **Ensuring Confidentiality:** Confidentiality was maintained by safeguarding all data collected during the study. This included securely storing physical and digital data to prevent unauthorized access.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter focused on the presentation, interpretation, and analysis of data. The data collected was aligned with the research objectives. Descriptive statistics, such as frequencies, percentages, and inferential statistics such as simple linear regression and multiple regressions were used to analyze the data, and the results were presented in tables for each category of items.

Demographic Features of the Respondents:

This section provides respondents background information, including Deputy Head teachers and Teachers, who were crucial to the study. Key demographic features such as gender, education level, age brackets, and positions held in their respective schools were analyzed. The analysis was carried out using frequencies and percentages, and the results were presented in tabular form.

4.1. Distributions of Respondents by Gender

The respondents were asked about gender and their responses were as in table 4.1 below.

Table 4.1. Distribution of the Respondents by Gender.

Gender	Frequency	Percent
Male	60	51.7
Female	56	48.3
Total	116	100.0

Source: Primary data (2024)

According to Table 4.1, 48.3% of the respondents were female, while 51.7% were male. The majority of respondents were males, who participated more actively and voluntarily in the study compared to their female counterparts. The lower percentage of female respondents (48.3%) is attributed to the higher number of male teachers in primary schools within Kumi District. The significant participation of male respondents was greatly appreciated, as it contributed valuable insights into how selected primary school Head teachers manage schools in the Kumi District.

4.2 Distribution of Respondent by Age Bracket

The distribution of respondents by age aims to determine the age range of participants in the study. Respondents were asked to provide their age, and their responses are summarized in Table 4.2 below.

Table 4.2 Distribution of Respondent by Age Bracket

Age Bracket	Frequency	Percent
20-25	21	18.1
26-30	15	12.9
31-35	25	21.6
36-40	55	47.4
Total	116	100.0

Source: Primary Data (2024)

The information in Table 4.2 above indicates that individuals from various age groups contributed their ideas and views, allowing for a diverse range of perspectives in the study. According to the findings, majority of the respondents were 36-40 years constituting 47.4%, followed 31-35 with 21.6%, then 20-25 constituting 18.1% and 26-30 years with 12.9% respectively. This implied that all respondents were mature and of the sound mind hence they provided accurate information which was helpful in the study.

4.3 Level of Education of the respondents

The respondents here were asked about their level of education and had this to say in table 4.3 below

Table 4.3 Education level of the respondents

Level of Educ	Frequency	Percent
Certificate	31	26.7
Diploma	40	34.5
Degree	45	38.8
Total	116	100.0

Source: Primary Data (2024)

Table 4.3 above revealed that 26.7% of the respondents were certificate holders, 34.5% were Diploma holders while only 38.8% of the respondents had degrees. The findings show that all the respondents are qualified teachers who understand the teaching profession well and hence they understand the various leadership styles that their head teachers use for managing their schools and hence the information they provided was true regarding how their respective Head teachers conduct themselves in schools.

4.4 Position of the respondents in the school.

Table 4.4 Position of the respondents in the school.

The respondents were asked about the position they held in the school and had this to say in table 4.4 below.

Table 4.4 Position of the respondents in the school.

Position Held	Frequency	Percent
Deputy Headteacher	12	10.3
Teacher	60	51.7
Senior Man Teacher	27	23.3
Senior Woman Teacher	17	14.7
Total	116	100.0

Source: Primary Data (2024)

In reference to Table 4.4, findings show that 10.3% of the respondents are Deputy Head teachers, 23.3% were senior men, 14.7% were senior women and 51.7% of the respondents were class room teachers. The findings implied that all the selected schools had deputy head teacher positions that enable effectiveness in the process of running schools. This is because deputy head teachers help the head teacher in the overall management and administration in the school. Above it all senior man and senior woman positions were present in all schools and they form part of the team the head teacher delegate's duties and hence they know more about head teacher leadership styles. This implied that the information they provided is credible enough and hence of great importance in this study.

4.5 Descriptive Statistics on Teacher Motivation

This subsection presents the respondents' views on the status of teacher motivation in selected primary schools in Kumi District. To interpret the results, teachers who strongly disagreed and those who disagreed were grouped into a single category of those who were against the items. Likewise, teachers who strongly agreed and those who agreed were combined into another category of those who were in favor of the items. Hence a

comparison was done on the results obtained. The information is shown in the table below.

Additionally, the researcher used the legend for interpreting the mean.

Descriptive statistics on teacher motivation

Table 4.5: shows teacher’s responses for items under teacher motivation in selected primary schools in Kumi District.

Teacher Motivation in Primary Schools in Kumi District	SD	D	A	SA	Mean	Std. Dev
I am self-driven in all my activities	4.3	17.2	21.6	56.9	3.31	.908
I am always willing to do more	4.3	26.7	12.9	56.0	3.25	1.037
The methods of teaching I use are always carefully selected	8.6	26.7	4.3	60.3	3.16	1.095
I endeavor to make lessons exciting to children	4.3	47.4	8.6	39.7	2.84	1.012
I adopt diverse innovative approaches during teaching	22.4	8.6	61.2	7.8	3.54	.927
I maintain a balance between teaching and listening	8.6	39.7	12.9	38.8	2.82	1.052
I am passionate about my teaching job	4.3	12.9	8.6	74.1	3.53	.879
I can work with minimum supervision	4.3	8.6	25.9	61.2	3.44	.827
I always scheme well in time to teach children	0.0	8.6	4.3	87.1	3.78	.587
I always prepare lesson plans in advance	0.0	26.7	4.3	69.0	3.42	.886
Overall Mean					3.31	

Source: Primary Data (2024)

Legend:

0-1.0 = Very poorly motivated; 1.1-2.0 = Quite Poorly Motivated; 2.1-3.0 = Poorly Motivated; 3.1-4.0 = Fairly Motivated. Thus: Overall Mean of 3.31 implies that the teachers are fairly motivated

Findings of Item one in Table 4.5 revealed that 4.3 of the respondents strongly disagreed 17.2 disagreed, 21.6 agreed and 56.9 strongly agreed that they are self-driven in all

activities with mean score of 3.31 and the standard deviation of .908 indicating that the teachers in these schools are fairly motivated. This means that head teachers' work in this schools is simple since most teachers are self-driven in all activities in selected primary schools in Kumi District.

Results of Item 2 in Table 4.5 revealed that 4.3 of the respondents strongly disagreed, 26.7 disagreed, 12.9 agreed and 56.0 strongly agreed with the statement that they are willing always to do more. The mean score of the responses under this item is 3.25 and standard deviation 1.037 indicating that the teachers these schools are fairly motivated. This implies that a majority of the teachers in selected primary schools in Kumi District are willing to do more than they are supposed to do and hence tapping their talents.

An interview with the head teachers of schools A, D, G and F respectively said that teachers always organize extra lessons without pay and perform any other extra duty willingly with minimum supervision.

On contrary, the head teacher of school H said;

“A majority of my teachers are not willing to do work outside the assigned duties”

(HTR/H/2024 March).

This can be a sign that the teachers in school H are not motivated as compared to those in schools of A, D, G and F who are willing to do any other assigned responsibility.

Further, findings of Item 3 in Table 4.5 revealed that 8.6 of the respondents strongly disagreed, 26.7 disagreed, 4.3 agreed, 60.3 strongly agreed with the mean of 3.16 and the standard deviation of 1.095 meaning that the majority of the teachers in this schools always carefully select teaching methods they for teaching pupils hence facilitating understanding of the content being taught to the pupils which motivates the teachers.

On interview with the head teachers of schools D, G and M respectively, they said that their teachers carefully select teaching methods for each topic a head of the lesson and hence this has led to improved performance in the last three years in their schools.

On the same note the head teacher of school F, said;

“I always provide refresher courses on teaching methodology on yearly basis and this has made my teachers to be updated with new modes of teaching and hence motivating teachers” (HTR/F/2024 March).

This explanation clearly shows that the teachers in schools D, G and M carefully select the methods they use during the teaching learning process and those in school F are always given yearly refresher courses which has motivated teachers to teach.

Findings of Item 4 in Table 4.5 revealed that 8.6 agreed and 39.7 strongly agreed with the statement that they always endeavor to make lessons exciting to the children while 8.6 strongly disagreed and 26.7 disagreed implying the lesson plans they always make are boring to the children and hence this affects learner concentration and performance in class. The mean score of the responses was 2.84 with the standard deviation of 1.012 which indicates that the teachers in these schools are poorly motivated in using carefully selected methods for teaching.

An interview with the head teacher of school E, said;

“I provide my teachers with manila papers for making teaching aids at the beginning of each term and this has motivated all of them to produce good learning aids” (HTR/E/2024March).

Similarly, the interview with head teacher of school J, said;

“I always organize professional workshops for my teachers concerning production of good instructional materials at the beginning of every year and hence these has made teachers in my school to produce good learning aids that make learning interactive between the teacher and the pupils” (HTR/J/2024 March).

Following these views given by the head teachers of these schools it shows that teachers work is simplified as they are provided with Manilas and refresher courses at the beginning of every year which helps them to a accomplish their tasks of preparing instructional materials in time.

Results of Item 5 in Table 4.5 revealed that 22.4 strongly disagreed and 8.6 disagreed with the statement that they use innovative teaching approaches while teaching while 61.2 agreed and 7.8 strongly agreed with the statement. The mean score of the responses was 3.54 and .927 standard deviation indicating that the respondents are fairly motivated and that they always use innovative teaching approaches. The majority of the teachers in selected primary schools in Kumi District use innovative teaching approaches, this makes pupils to understand the concepts being taught and hence increases teachers morale.

The Head teacher of school M said;

“a number of teachers in my school adopt various teaching approaches aimed at making pupils to understand what is being taught making learning interesting”

(HTR/M/2024 March)

The head teacher of school D, N and G equally said that their teachers use innovative teaching approaches. Following the views given by the head teachers of these schools, it shows that teachers in these schools are innovative in teaching and use various approaches.

Findings of Item 6 in Table 4.5 revealed that 8.6 of the respondents strongly disagreed and 39.7 disagreed while 12.9 agreed and 38.8 strongly agreed that they always maintain a balance between teaching and listening to the concern of the pupils. The mean score of 2.82 and the standard deviation of 1.052 indicating that the respondents are poor motivated to always balance between teaching and listening to the concern of pupils. The findings further show that a majority of the respondents maintain a balance between teaching and listening. This is done to allow learners enough time to ask questions on areas that require attention hence enabling teachers to do their duty willingly.

An interview with the head teachers of schools A, C, M and G agree that the teachers maintain a balance between listening and teaching hence work is completed in time in their respective primary schools.

Findings of Item 7 in Table 4.5 above revealed that 4.3 of the respondents strongly disagreed, 12.9 disagreed, 8.6 agreed and 74.1strongly agreed that they are passionate about teaching job. This was supported by a mean score of 3.53 and the standard deviation.879 indicating that the majority of the respondents are fairly motivated and the teachers are passionate about teaching job. The majority of the teachers are teaching because they are happy with the teaching profession, they trained as teachers by choice and hence this has made them motivated to teach.

An interview with the head teacher of school P, E and R agree that more than 50 percent of teachers in their schools are passionate about teaching and they are motivated to teach with minimum supervision.

On the same note, an interview with the head teacher of school O said;

“More than 50 percent of my teachers are not passionate about teaching”

(HTR/O/2024 March)

This is in support with the head teacher of school R who said;

“Most of my teachers regret having done education course because of poor pay and harsh working environments” (HTR/R/2024March)

This shows that most of the teachers in school O and R do not have the morale of teaching and are not passionate about teaching job.

Findings of Item 8 in Table 4.5 above revealed that 4.3 strongly disagreed 8.6 disagreed, 25.9 agreed and 61.2 strongly agreed that they always carry out their duties with minimum supervision. This was supported by a mean score of the responses of 3.44 and the standard deviation .827 indicating that the respondents are fairly motivated. This means that the teachers carry out their duties with minimum supervision, these has given head teachers in this schools to have enough time to do other duties in the school like resource mobilization for school development and improving teacher’s welfare. This has brought about trust, team work and hence good working relationship between the head teacher and the teachers.

An interview with the head teacher of school A, G, and N agree that Teachers in their schools carryout their duties with little supervision and hence there is timely completion of assigned duties.

Further, the head teacher of school A said the performance in his school has improved greatly as a result of teachers performing their duties with minimum supervision and this has given him enough time to carry out other duties like resource mobilization in his school. In line with the views given by the head teachers of the schools above, it means that teachers in these schools are loyal in the process of executing their duties.

Results of Item 9 in Table 4.5 revealed that 0.0 strongly disagreed, 8.6 disagreed, 4.3 agree and 87.1 strongly agree with the statement that they always scheme in time to teach children. This was supported by a mean score 3.78 indicating that the respondents are fairly motivated teachers always scheme in time to teach children. The majority of the teachers in selected primary schools in Kumi District scheme well in time so as to teach children. This means that learning materials required in each topic are identified early and sourced; leading to effective lesson delivery which facilitates understanding of the pupils and hence leading to high drive to work by the teachers.

On an interview with the head teacher of school I he said that his teachers scheme as a team especially the ones teaching upper classes, so that in case one gets a problem a colleague can step in easily to cover since he or she will be aware of the areas to be covered in a particular term. This was supported by the submission of the head teachers of schools P, M and T who said their teachers scheme before the beginning of each term and they scheme as a group especially teachers of upper.

Following the views given by the head teachers of the schools above, it means there is team work which is a sign of teacher motivation in these schools.

Results of Item 10 in Table 4.5 above revealed that 0.0 strong disagreed, 26.7 disagreed while 4.3 agreed and 69.0 strongly agreed that they always prepare lesson plans well. This was supported by the mean score of the responses of 3.42 and the standard deviation of .886 indicating that the respondents are fairly motivated and that they always prepare lesson plans well. This means that the majority of the respondents lesson plan in time, this makes identification of the teaching methods for each topic easy in advance, above it all it also

helps the teacher to identify areas that require practicing in the topic early and hence effective lesson delivery which enables teachers to complete their tasks in time.

An interview with the head teachers of schools M, N and U respectively said that their teachers always lesson plan for each lesson taught.

This was supported with the submission of the head teacher of school B who said that his teachers give him lesson plans for approval for the whole week every Monday morning and this was clearly seen in the supervision file.

On contrary the head teacher of school R said;

“My upper primary school teachers don’t want to lesson plan for every lesson taught and this has promoted constant conflicts between administrators and the teachers”

(HTR/R/2024 March)

The views given by the head teacher of school R shows that the teachers in this school are demotivated while the teachers of school B, M.N and U are motivated that is why they scheme and prepare lesson plans for every lesson taught.

The overall mean of 3.31 implies that the teachers are fairly motivated in selected primary schools in Kumi District; this means that a lot needs to done to raise the level of teacher motivation in primary schools in Kumi District.

4.6 Descriptive Statistics on Head Teachers Leadership Styles.

This subsection presents the respondents' views on head teachers' leadership styles in primary schools in Kumi District. To interpret the results, teachers who strongly disagreed, disagreed and those who strongly agreed and agreed were still reported separately as

indicated in the table, the mean score and the standard deviation of the respondents was computed so as to help provide a deep understanding of the variables under study.

Objective One: To establish the influence of transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

This section dealt with the influence of transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda. They were asked to respond to different questions in line with head teacher's transformational leadership and the response is shown in table form for each construct under transformational leadership. Legend was used for interpreting the results.

Table 4.6: shows teacher’s responses for items under transformational leadership style in selected primary schools in Kumi District

Head teacher Transformational Leadership style	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Demonstrates an understanding of what needs to be done in school	0.0	17.2	82.8	0.0	3.66	.759
Inspires me to act positively	4.3	12.9	8.6	74.1	3.53	.879
Encourages me to participate in all school activities	0.0	17.2	82.8	0.0	3.66	.759
Shows passion about the school while communicating to teachers	12.9	17.2	4.3	65.5	3.22	1.143
Is committed to supporting me as a head teacher	8.6	38.8	4.3	48.3	2.97	1.164
Is impartial when I approach him/her	8.6	52.6	12.9	25.9	2.56	.972
Always thinks ahead about what he/she wants the school to be	35.3	56.0	4.3	4.3	1.78	.723
Demonstrates honesty in whatever he/she does in school	4.3	34.5	8.6	52.6	3.09	1.021
Is a role model to me as a teacher	9.5	30.2	4.3	56.0	3.07	1.117
Trusts me as a responsible person	4.3	47.4	4.3	44.0	2.88	1.040
Overall Mean					3.04	

Source: Primary Data (2024)

Legend:

0-1.0 = Transformational leadership not used at all; 1.1-2.0 = Transformational leadership very rarely used; 2.1-3.0 = Transformational leadership rarely used; 3.1-4.0 = Transformational leadership fairly used. Thus: Overall Mean of 3.04 implies that the transformational leadership was fairly used by headteachers

Findings of Item 1 in table 4.6 above, shows that 0.0 strongly disagreed, 17.2 disagreed while 82.8 agreed and 0.0 strongly agreed with the statement that their head teacher Demonstrates an understanding of what needs to be done in the school with a mean score of 3.66 and the standard deviation .759 indicating transformational leadership fairly used. This therefore means that primary school head teachers in Kumi district perform their tasks as

per established policies and procedures and hence this brings about effective leadership in the school and teacher motivation.

On an interview with the head teacher of school A, *he said;*

“I always encourage my teachers to carry out their duties as expected. These among others include ensuring that lesson plans and schemes of work are prepared, delivery of lessons, time management as far as duties are concerned” (HTR/A/2024 March)

Additionally, the head teacher of school M, said;

“My deputy Head teacher helps me in ensuring that whatever needs to be done by the teachers is put in place before the term begins” (HTR/M/2024March).

Regarding these views given by the head teachers of these schools, it shows that head teachers in these schools understand what they are supposed to do in terms of management and administration is concerned and therefore demonstrates what needs to be done in a school setting.

Findings of item 2 in Table 4.6 revealed that 4.3 strongly disagreed, 12.9 disagreed while 8.6 agreed and 74.1 strongly agreed that their Head teacher inspires them to act positively. The mean score of the responses was 3.53 with the standard deviation of .879 indicating a fair use of the transformational leadership style that they are always inspired by their head teachers positively. The implication is that majority of the staff carry out their duties as per the Head teacher’s guidance and this has motivated them to work hard.

In an interview with the Head teacher of school C, He said;

“My teachers are always positively inspired to carry out any duty I assign to each of them” (HTR/C/2024March).

In addition to that, the head teacher of school F had this to say;

“My teachers are willing to do work with minimal supervision and they own every programme we come up with in the school and this has brought about good performance among pupils in the last three years” (HTR/F/2024March).

This is a sign that most of the teachers in school C and F are inspired by their head teachers positively.

Results of item 3 in Table 4.6 above revealed that 0.0 strongly disagreed, 17.2 disagree with the statement that their head teacher encourages them to participate in all school activities while 82.8 agreed and 0.0 strongly agreed with the statement. The mean score of the responses was 3.22 and the standard deviation 1.143 indicating that transformational leadership style is fairly used. This implies that most head teachers in Kumi District encourage their staff to participate in all school activities like teaching, setting and administer examination and participation in curricular activities like music dance and drama, football among others which taps their talents and makes them motivated to work.

An interview with the Head teacher of school A, said;

“I delegate most of the school activities to my teachers” (HTR/A/2024/March)

On the other hand, the head teacher of school H said;

“My teachers’ level of participation in school activities like co-curricular activities is too low” (HTR/H/2024March).

The view given by the head teacher of school H shows that the teachers in this school are demotivated as compared to those in school A who are delegated most activities which tap their talents hence motivating them to willingly complete their tasks in time.

Findings of Item 4 in table 4.6 revealed that 12.9 strongly disagreed, 17.2 disagreed, 4.3 agreed and 65.5 strongly agreed that their head teachers show passion about the school while communicating to teachers and this has encouraged their teachers to work hard and own a school while executing their duties. The mean score of the responses was 3.22 and the standard deviation 1.143 indicating a fair use of transformational leadership style. This has brought about teacher motivation in most primary schools in Kumi district.

An interview with the head teacher of school M said;

“My passion about the school I head has motivated my teachers to own the school, they perform duties with minimum supervision, they are always willing to go extra mile in teaching without pay hence leading to improved performance and keeps them motivated”

(HTR/M/2024March)

The views given by the head teacher of school M shows teachers in this school are motivated to work.

Findings of Item 5 in Table 4.6 revealed that 8.6 strongly disagreed, 38.8 disagreed, 4.3 agreed and 48.3 strongly agreed with the statement that their head teachers are committed to supporting them as teachers. The mean score of the responses was 2.97 with the standard deviation 1.164 indicating that transformational leadership style is rarely used by the head teachers.

During an interview with the Head teacher of school E, he said;

“I always provide my teachers with lesson plan books and schemes of work books at the beginning of the term to make their work easy”. He further said; *“I do support lesson supervision at least twice per teacher per term in order to identify areas of strengths,*

weakness for each teacher and share with the teachers on how to improve”

(HTR/E/2024March)

In line with the views given by the head teacher of school E, it shows that teachers work is simplified since they are provided with scheme of work books, lesson plan books and areas of improvement are shared.

Findings of Item 6 in Table 4.6 above show that 8.6 strongly disagreed, 52.6 disagreed of the respondents that their head teachers are not impartial when approached while 12.9 agreed and 25.9 strongly agreed of the respondents observed that their head teachers are impartial when approached. The mean score of the responses was 2.56 and .972 standard deviation indicating transformational leadership was rarely used. The findings reveal that most head teachers are friendly to their teachers and this has brought about good working relationship between the head teacher and staff in primary schools in Kumi district.

Findings of Item 7 in Table 4.6 above shows that 35.3 of the respondents strongly disagreed, 56.0 disagreed while 4.3 agreed and 4.3 strongly agreed who observed that their head teachers think a head about where they want their respective school to be. The mean score of the responses was 1.78 and the standard deviation .723 indicating that transformational leadership style was very rarely used. This brings needs proper planning in order to make teachers willing to do more in their respective schools.

An interview with the head teacher of school G, said;

“I always plan a head in all school activities through formulation of the school improvement plans in the beginning of every term to guide me on priority areas and allocation of resources together with my staff and school management and this has always made my

school to perform well in areas of teaching and learning and hence good performance of pupils in the national examination.” (HTR/G/2024March)

The view given by the head teacher shows that this school prioritizes in the provision of teaching and learning items while allocating school resources and this has increased teacher motivation in this school.

Findings of Item 8 in table 4.6 above shows that 4.3 of the respondents strongly disagree, 34.5 disagree, 8.6 agree and 52.6 strongly agreed that their head teacher demonstrates honesty in whatever he or she does at school. The mean score of responses was 3.09 and the standard deviation of 1.021 indicating that transformational leadership style is fairly used and that their head teachers demonstrate honesty in whatever they are doing, this has brought about team work and good working relationship between teachers and their head teachers and hence leading to teacher motivation.

An interview with the head teacher of school P, she said;

“I always display the amount of UPE funds received in my notice board for transparency, budgeting done, respective funds released to the user departments with clear accountability and this has worn trust from my teachers.” (HTR/P/2024March)

This shows that these teachers are motivated to work since their head teacher demonstrates honesty in what she does at school.

Findings of Item 9 in Table 4.6 above shows that 9.5 of the respondents strongly disagreed, 30.2 disagreed while 4.3 of the respondents agreed and 56.0 strongly agreed and pointed that their head teachers are role models. The mean score of the responses was 3.07 with the standard deviation 1.117 indicating that transformational leadership style is fairly used by the head teachers of the selected schools of Kumi district, Uganda and that their head

teachers are role models to them. The findings reveal that most teachers do what their head teachers do. This means that head teachers of schools must always behave well and do good things since it's now clear that teachers prefer following what their head teachers do.

In an interview with the head teacher of school P she said;

“Most of my teachers went back to school for further studies after seeing me acquire master’s degree; this has made the performance of teachers in my school to improve”

(HTR/P/2024March)

The views given by the head teacher of this school shows that head teachers of schools need to go back for further studies so as to encourage their teachers to do the same as they are always considered role models to their staff.

Findings of Item 10 in Table 4.6 above shows that 4.3 of the respondents strongly disagreed, 47.4 disagreed, 4.3 agreed and 44.0 strongly agreed that their head teachers trust them as responsible persons. The mean score of the responses in this category was 2.88 with the standard deviation 1.040 indicating that transformational leadership style is rarely used and that their head teachers trust them as responsible persons in the school. The findings show that head teachers are not worried of their staff even if they are not around the school.

An interview with the head teachers of schools D, G, P, C and F agree that they always assign work to their teachers without fear since all of them are responsible people, this has made them to concentrate on tasks that cannot be delegated like release of funds and accountability to the relevant stake holders in the school and hence leading to division of work with its associated benefits like timely completion of work, quality output as a result of specialization hence tasks are completed in time.

The views given by the head teachers in schools shows that the teachers in these schools and their head teachers work as a team and this is a sign of teacher motivation.

Thus: Overall Mean of 3.04 implies that the transformational leadership was fairly used by headteachers in selected primary schools in Kumi District

A simple regression analysis was carried out to establish the influence of transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

Below is a summary model showing results

Table 4.7: The model summary obtained on transformational leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.132 ^a	.018	.009	.904

a. Predictors: (Constant), Head teacher Transformational Leadership style

The table shows the R² value indicated 0.018 which shows how much of the total variation in the dependent variable teacher motivation can be explained by the independent variable head teachers transformational leadership style. In this case its 1.8%.

a. The next table is the ANOVA table, which reports how well the regression equation fits the data that is to say, predicts the dependent variable and it's shown below.

Table 4.8: ANOVA Table.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.661	1	1.661	2.032	.157 ^b
	Residual	93.167	114	.817		
	Total	94.828	115			

a. Dependent Variable: Teacher Motivation in Schools

b. Predictors: (Constant), Head teacher Transformational Leadership

The table indicates that the regression at $R^2 .018$; $p=.157 > .000$; insignificantly predicts teacher motivation.

Table 4.9: Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.033	.514		7.846	.000
	Headteacher Transformational Leadership	-.189	.132	-.132	-1.426	.157

a. Dependent Variable: Teacher Motivation in Schools

The coefficient table 4.9 above provides us with necessary information to predict teacher motivation from transformational leadership style. The transformational Leadership Style Variable obtained t count (7.846) > t table (-1.426) with a significance level of .157 > .000, which means that transformational head teachers leadership style has an insignificant influence on teacher motivation in the selected primary schools of Kumi district in Uganda.

Objective Two: To assess the influence of instructional leadership style on teacher motivation in primary schools in Kumi District, Uganda.

This section dealt the influence of instructional leadership style on teacher motivation in selected primary schools in Kumi District. A questionnaire was administered to the respondents to answer questions pertaining instructional leadership style and teacher motivation in selected primary schools in Kumi District. The results are presented in table 4.10 below.

Table 4.10: shows responses of the respondents regarding head teachers instructional leadership style in selected primary schools in Kumi District.

Head teacher Instructional Leadership	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Communicates efficiently with the teachers	4.3	31.0	4.3	60.3	3.21	1.026
Maintains a good work relation with the teachers	4.3	0.0	4.3	91.4	3.83	.636
Continuously monitors teaching in school	18.1	43.1	8.6	30.2	2.51	1.107
Collaborates closely with me as a teacher in instructional matters	0.0	17.2	0.0	82.8	3.66	.759
Emphasizes use of effective teaching methods in teaching	0.0	48.3	0.0	51.7	3.03	1.004
Encourages me to be focused on school mission while teaching	0.0	4.3	8.6	87.1	3.83	.481
Emphasizes learner achievement in any teaching session	0.0	17.2	25.9	56.9	3.40	.768
Insists on setting clear teaching objectives for each lesson	0.0	13.8	8.6	77.6	3.64	.715
Overall Mean					3.39	

Source: primary (2024)

Legend:

0-1.0 = Instructional leadership not used at all; 1.1-2.0 = Instructional leadership very rarely used; 2.1-3.0 = Instructional leadership rarely used; 3.1-4.0 = Instructional leadership fairly used. Overall Mean of 3.39 implies that the Instructional leadership was fairly used by headteachers.

Findings of Item 1 in Table 4.10 above revealed that 4.3 of the respondents strongly disagreed, 31.0 disagreed while 4.3 agreed and 60.3 strongly agreed with the statement that their head teacher communicates effectively. The mean score of the responses was 3.21 which indicate that instructional leadership was fairly used and that their head teacher communicates effectively. This means that teachers always get the information clearly from the head teacher and this promotes good working relationship and reduces conflicts among the teachers.

Results of Item 2 in Table 4.10 revealed that 4.3 respondents strongly disagreed, 0.0 disagreed to the statement while 4.3 agreed and 91.4 strongly agreed to the statement that their head teacher promotes good work relation with the teacher with a mean score 3.83 and the standard deviation .636 indicating that instructional leadership style was fairly used and this is good because it encourages team work and reduces conflicts in the schools and hence promoting teacher motivation.

Findings of Item 3 in The Table 4.10 revealed that 18.1 strongly disagreed, 43.1 disagreed with the statement while 8.6 agreed and 30.2 strongly agreed to the statement that the head teacher continuously monitors activities in the school. The mean score of the responses was 2.51 and the standard deviation of 1.107 indicating a moderate level of agreement. This implies that teachers attend all lessons and hence complete tasks in time.

The head teachers of schools J, P and M agreed that they empower their Deputies, Senior Education Assistants, senior women and senior men, Directors of studies, Heads of departments and class teachers to do the monitoring on their behalf.

The views given by the head teachers of these schools show that there is delegation of duties and hence teacher motivation because they see that their head teachers trust them.

Results of Item 4 in Table 4.10 revealed that 0.0 strongly disagreed, 17.2 disagreed with the statement while 0.0 agreed and 82.8 strongly agreed with the statement that the head teachers collaborates with them in instructional matters. The mean score of the responses was 3.66 indicating that instructional leadership style was fairly used and that their head teacher collaborates with them in instructional matters. Study findings indicated that some of the head teachers do not collaborate with their teachers in instructional matters. For example, ensuring that there is timely syllabi coverage, early lesson planning and schemes of work are approved in time.

An interview with the head teacher of school K and R agree that they are too busy to collaborate with their teachers on instructional matters. This is very bad because it retards the teachers' morale and hence poor motivation.

The views given by the head teachers of these schools shows that teacher in these schools are demotivated especially when it comes to issues of instructional matters; this is brought by their head teachers' unwillingness to collaborate with them in instructional matters.

Findings of Item 5 in Table 4.10 revealed that 0.0 strongly disagreed 48.3 disagreed while 0.0of the respondents agreed and 51.7 strongly agreed that their head teacher emphasizes use of effective teaching methods in teaching. The mean score of the responses was 3.03 and the standard deviation 1.004 indicate a moderate level agreement by the respondents that their head teacher emphasis on the use of effective teaching methods.

During an interview with the Head teacher of school L, she said;

"I always organize workshops for my teachers once in year" (HTR/L/2024March).

She further added that no teacher is allowed to teach without a scheme of work and a lesson plan where teachers are encouraged to put teaching methods to be used for each lesson in

the scheme of work and lesson plan, this enables her to know whether the teaching methods the teacher intends to use are appropriate in advance before lesson delivery.

The head teacher of school J and I said that they always encourage departmental scheming and this has enabled their teachers to come up with up-to-date teaching methods since they scheme as a team where they consult one another.

The views given by the head teachers of these schools shows that the teachers' work in these schools has been made easy by their head teachers, this is because their head teachers encourage them to work as a team and hence these leads to teacher motivation in these schools.

Findings of Item 6 in Table 4.10 revealed that 0.0 strongly disagreed and 4.3 disagreed with the statement that they focus on school mission while teaching while 8.6 agreed and 87.1 strongly agreed were in agreement. The mean score of the responses was 3.83 with the standard deviation .481 indicating an agreement by the respondents that they always focus on school mission while teaching. Hence creating harmony and enhances unity in the institutions.

Findings of Item 7 in Table 4.10 revealed that 0.0 strongly disagreed, 17.2 disagreed while 25.9 agreed and 56.9 of the respondents strongly agreed that their head teachers emphasize on learner achievement for any teaching session. This was supported by a mean score of 3.40 and the standard deviation.768 indicating that instructional leadership style is fairly used and that their head teacher emphasis on learner achievement for any teaching session. This is good because it enables teacher to assess learners at the end of every lesson and in case some pupils did not understand a remedial exercise is designed to help such learners to cope up with the rest.

On interview with the head teachers of schools P, and M, they agreed that the teachers in their schools are always encouraged to assess pupils at the end every lesson and home work is given on daily basis in order to measure students understanding of the subject matter. Contrarily, the head teacher of school O said that most of the teachers in his school do not assess pupils at the of end every lesson and this has created conflicts between the teachers and administrators when tried to advise.

The views given by the head teacher of school O shows that most of the teachers in this school are demotivated to work especially when it comes to assessment.

Findings of Item 8 in Table 4.10 revealed that 0.0 respondents strongly disagreed, 13.8 disagreed while 8.6 agreed and 77.6 strongly disagreed that their Head teacher insists on setting clear lesson objectives for each lesson. This supported by a mean score of 3.64 and the standard deviation .0715 indicating that instructional leadership style is fairly used and that their head teachers insist on setting clear objectives for each lesson taught. This is good because it helps the teacher to teach with a plan and this leads to timely syllabus coverage which motivates the teacher.

An interview with the Head teachers of schools I, A, D and J agree that it's compulsory for teachers to set achievable objectives at the end of each lesson during preparation in their schools. This is good because it helps the teachers to manage time properly so as to achieve the stated objectives at the end of every lesson and leading to timely syllabus coverage.

The views given by the head teachers of these schools shows that the head teachers in these schools execute their duties in line with the ministry of education and national curriculum development centre guide lines regarding teaching and learning.

Overall Mean of 3.39 implies that the Instructional leadership was fairly used by headteachers.

A simple regression analysis was carried out to obtain the influence of instructional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

Below is a summary model showing results.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229 ^a	.053	.044	.888

a. Predictors: (Constant), Head teacher Instructional Leadership

The summary modeling table shows R^2 values which is of interest in this model. The R^2 value indicates how the total variation in the dependent variable teacher motivation can be explained by the independent variable head teacher's instructional leadership style. In this case it is 5.3%

Table 4.12: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.980	1	4.980	6.319	.013 ^b
	Residual	89.847	114	.788		
	Total	94.828	115			

a. Dependent Variable: Teacher Motivation in Schools

b. Predictors: (Constant), Headteacher Instructional Leadership

The results in the Anova table 4.12 indicates that the regression model predicts the dependent variable significantly well with statistical significance of the regression model $P=0.013 < 0.05$, indicating that the regression model statistically predicts the outcome variable that is to say, instructional leadership style predicts teacher motivation significantly.

Table 4.13 :Coefficients.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.114	.330		12.460	.000
1 Head teacher Instructional Leadership	-.235	.093	-.229	-2.514	.013

a. Dependent Variable: Teacher Motivation in Schools

The coefficient table 4.13 above provides the researcher with the necessary information to predict teacher motivation from instructional leadership of the head teacher. The instructional leadership style variable obtained t count of (12.460) > t table (-2.514) value with a significance level of $0.013 < 0.05$. This means that head teachers instructional leadership style has a significant effect on teacher motivation which means that head teachers should always attach great importance to instructional leadership style so as to enhance teacher motivation in their schools.

Objective Three: To determine the influence of transactional leadership style on teacher motivation in primary schools in Kumi District, Uganda

The third objective of the study was to determine the influence of transactional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda. A questionnaire was administered to the respondents on the influence of transactional leadership style and teacher motivation in selected primary schools in Kumi District, Uganda and the responses is summarized in the table below.

Table 4.14: Shows the responses of the respondents regarding Head teacher’s transactional leadership styles in selected primary schools in Kumi District.

Head teacher Transactional Leadership	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Is focused on short-term goals	8.6	51.7	8.6	31.0	2.62	1.019
Always guides teachers by clarifying individual roles	9.5	38.8	4.3	47.4	2.90	1.114
Is always clear about task requirements for each activity	4.3	34.5	4.3	56.9	3.14	1.038
Provides rewards for efforts I put in teaching	4.3	17.2	4.3	74.1	3.48	.928
Recognizes my individual accomplishments	8.6	8.6	78.4	4.3	3.78	.657
Watches out on me when I do not follow set standards	0.0	17.2	0.0	82.8	3.66	.759
Takes corrective action when I do not follow set standards	0.0	12.9	12.9	74.1	3.61	.707
Ensures that I follow procedure in what I do	9.5	34.5	17.2	38.8	2.85	1.049
Overall Mean					3.25	

Source: Primary Data (2024)

Legend:

0-1.0 = Transactional leadership not used at all; 1.1-2.0 = Transactional leadership very rarely used; 2.1-3.0 = Transactional leadership rarely used; 3.1-4.0 = Transactional leadership fairly used. Overall Mean of 3.25 implies that the transactional leadership was fairly used by headteachers.

Findings of Item 1 in Table 4.14 revealed that 8.6 strongly disagreed, 51.7 disagreed while 8.6 agreed and 31.0 strongly agreed with the statement that the head teacher in their schools is focused on short term goals. The mean score of the responses is 2.62 and the standard deviation 1.019 indicate that transactional leadership style is rarely used and their head teachers are focused on short term goals. This means that primary school head teachers in Kumi District set goals achievable within short period of time for example goals achieved on termly basis so as to lay a foundation for the achievement of long term goals.

Results of Item 2 in Table 4.14 revealed that 9.5 strongly disagreed and 38.8 disagreed that the head teachers in their school always guides them by clarifying on the individual roles while 4.3 agreed and 47.4 strongly agreed with the statement. This was supported by a mean score of 2.90 and the standard deviation 1.114 which is in the moderate level of agreement by the respondents. The findings revealed that majority of the head teachers in Kumi district clarify on the roles each individual teacher is supposed to perform in the school. This has brought about efficiency and reduction in conflicts and hence making teachers to be willing to do more.

An interview with the head teachers of schools M, E, A and P, agree that they give appointment letters to their teachers with roles and responsibilities well spelt out so as to reduces role conflicts in the school.

Following the views given by the head teachers it shows that teachers in these schools are motivated to work since they are always given appointment letters which spells out what they are supposed to do.

Findings of Item 3 in Table 4.14 revealed that 4.3 strongly disagreed and 34.5 disagreed that the head teachers in their schools are always clear with task requirements for each activity

and 4.3 agreed as 56.9 strongly were in agreement with the statement. The mean score of the responses was 3.14 and the standard deviation 1.038 indicating that transactional leadership style is fairly used and the findings revealed that more than half of the respondents agreed with the statement. This implies that head teachers in primary schools in Kumi district are always clear about task requirement for each activity given. This has brought about efficiency in work and reduced conflicts between management and teachers which leads to teacher motivation.

An interview with the head teachers of schools C, M, N, P and B, agreed that they constantly remind their teachers about the tasks they are supposed to do during staff briefings every Monday and these have made their teachers to do every task given to them effectively.

The views given by the head teachers of these schools show that the teachers in these schools are motivated while performing their duties they are always sure of what they are doing.

Results of the findings of Item 4 in Table 4.14 revealed that 4.3 strongly disagreed and 17.2 disagreed while 4.3 agreed and 74.1 strongly agreed that the head teacher in their schools reward efforts they put in teaching tasks. This was supported by a mean of 3.48 and the standard deviation .928 show that transactional leadership style is fairly used and that their head teachers reward efforts they put in teaching tasks. The majority of the respondents are in the agreement with the statement and this means that primary school head teachers in Kumi district reward efforts teachers put in and hence this leads to teacher motivation and innovation.

An interview with the head teachers of schools E, D and T, agree that they always reward their teachers for every effort put in through a warding of certificate of recognition,

recognizing them during staff meetings and sometimes giving them money. This has motivated their teachers to go extra mile in whatever they do at school.

Findings of Item 5 in Table 4.14 revealed that 8.6 strongly disagreed, 8.6 disagreed while 78.4 agreed and 4.3 were in strong agreement that the head Teachers in their schools recognizes their individual accomplishment. This was supported by a mean score 3.78 and the standard deviation .657 indicating that transactional leadership is fairly used by the head teachers of the selected primary schools in Kumi district.

During an interview with the head teacher of school L, she said;

“ I always recognize teachers for any work well done through giving them rewards like certificate of recognition and open praise during staff meetings” (HTR/L/2024March)

This act by the head teacher makes teachers in this school to always accomplish tasks given on time which is evidence of teacher motivation.

Findings of Item 6 in Table 4.14 revealed that 0.0 strongly disagreed, 17.2 disagreed while 0.0 agreed and 82.8 strongly agreed that the head teachers in their schools watch out for them when they do not follow set standards. This was supported by a mean score of 3.66 and standard deviation .759 indicating agreement among respondents. This means that teachers in primary schools in Kumi district follow established guides lines in teaching and management in their schools for respect of the head teacher.

On an interview with the head teacher of school P, he said;

“I continually remind my teachers the professional code of code and the public standing orders in the beginning and end of every term. This has made my teachers to always be on the correct side and hence reduction of conflicts in the school.”(HTR/P/2024March)

The views of the head teacher of the above school schools shows that the teachers in this school are well conversant with government standing orders issued from time because their head teacher always updates them and this has brought about teacher motivation in this school.

Results of item 7 in Table 4.14 revealed that 0.0 strongly disagreed, 12.9 disagreed while 12.9 agreed and 74.1 strongly agreed that the head teachers in their schools take corrective measures when they do not follow standards with a mean score of 3.61 and standard deviation .707 indicating agreement among respondents. This means that there is always room for correction hence teacher motivation in these schools.

Findings of item 8 in Table 4.14 revealed that 9.5 strongly disagreed and 34.5 disagreed while 17.2 agreed and 38.8 strongly agreed that the head teachers ensure that they follow procedure in what they do with a mean score of 3.25 and the standard deviation 1.049 indicating that transactional leadership style is fairly used. The majority of the teachers agreed with the statement and hence there is always effective teaching and learning in these schools. This has helped to maintain learners in the schools as well as job retention on the side of teachers in Kumi District.

On an interview with the head teacher of school D he said that he always guides and supervises his teachers in whatever they do and this has brought about efficiency and teacher motivation in his school.

Overall Mean of 3.25 implies that transactional leadership style was fairly used by head teachers in the selected primary schools in Kumi district Uganda.

A simple regression analysis was carried out to obtain the influence of transactional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

Below is a summary model showing results

Table 4.15 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.030 ^a	.001	-.008	.912

a. Predictors: (Constant), Head teacher Transactional Leadership

The model summary table 4.15 above provides R and R^2 values. The R value represents the simple linear regression and it is .001 which indicates a positive and moderate degree of correlation between head teachers transactional leadership and teacher motivation in selected primary schools in Kumi District. The R^2 value shows how much of the total variation in the dependent variable teacher motivation can be explained by the independent variable transactional headteachers leadership style and in this case, it is 0.1%

Table 4.16: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.088	1	.088	.106	.745 ^b
	Residual	94.740	114	.831		
	Total	94.828	115			

a. Dependent Variable: Teacher Motivation in Schools

b. Predictors: (Constant), Head teacher Transactional Leadership

The Anova table.4.16 above indicates that the regression model predicts the dependent variable significantly well with statistical significance of the regression model $p=.745>.05$, indicating that the regression model insignificantly predicts the outcome variable that is to say, transactional leadership Style insignificantly predicts teacher motivation.

Table4. 17: Coefficients.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.177	.418		7.598	.000
1 Head teacher Transactional Leadership	.036	.112	.030	.325	.745

a. Dependent Variable: Teacher Motivation in Schools

The coefficient table 4.17 above provides the necessary information to predict teacher motivation from transactional leadership style. The transactional Leadership Style Variable obtained t count (7.598)> t table (.325) with a significance level of $.745>.05$, which means that transactional head teachers leadership style insignificantly affects teacher motivation in schools.

Table 4.18: Multivariate analysis table: contribution of leadership style on teacher motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306 ^a	.094	.069	.876

a. Predictors: (Constant), Transformational Leadership, Instructional Leadership, Transactional Leadership

When all the three leadership styles are tested together, the Adjusted R square value was .069 meaning that the magnitude of the effect is 6.9%. The contribution of 6.9% was very small because most of the respondents were not familiar with the styles under investigation.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.889	3	2.963	3.862	.011 ^b
	Residual	85.938	112	.767		
	Total	94.828	115			

a. Dependent Variable: Teacher Motivation in School

b. Predictors: (Constant), Transformational Leadership, Instructional Leadership, Transactional Leadership

The significance value of .011 shows that use of all the three leadership styles has a significant effect on teacher motivation in the primary schools in Kumi District.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This section deals with discussion of result while comparing with the findings of other scholars from the literature. This was done in line with the research objectives.

The first objective of the study sought to establish the relationship between transformational head teacher leadership style and teacher motivation in selected primary schools in Kumi District.

The coefficient validates a connection between predictor variables pertaining to the transformational leadership style of the head teacher and the independent variable, teacher motivation. According to the R^2 value, the predictor variables were responsible for 1.8% of the variances in the regression model. Given the high adjusted R^2 value of .009, it can be concluded that the model is a good predictor of teacher motivation. The adjusted R^2 (.009) and R^2 (.018) values showed that teacher motivation could be explained by aspects of the transformational leadership style of the head teacher. It can be concluded that when aspects of the transformational style of the head teacher are improved and head teachers are well vast with it, teacher motivation is enhanced. As a result, this study demonstrates that the transformational leadership style of the head teacher insignificantly predicts teacher motivation. The variability in teacher motivation was explained by other factors. This is not in agreement with Yoesoep (2023), who found that transformational leadership variable of the school principal on teacher motivation was 56.1%, with the remaining portion being influenced by variables other than the principal's transformational leadership. This is indicated by the positive coefficient of determination of 0.561.

The second objective of the study sought to assess the influence of instructional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

According to the findings, the coefficient confirms a moderate positive correlation between the independent variable, teacher motivation, and the predictor variables related to the head teacher instructional leadership style. The regression model's predictor variables accounted for 5.3% of the variances, as indicated by the R^2 value. It is clear from the model's high adjusted R^2 value of .044 that teacher motivation is well predicted by head teachers' instructional leadership style. It was evident from the adjusted R^2 (.044) and R^2 (.053) values that elements of the head teacher instructional leadership style account for teacher motivation. We conclude that teacher motivation increases when a head teacher's instructional leadership style is strengthened in some areas. Consequently, this study shows a relationship between teacher motivation and instructional leadership style of the head teacher. Other factors accounted 32.9% of the variation in teacher motivation. This is not in relation with Bartlett (2018) found that there was no statistically significant relationship between teacher motivation on the Tennessee Gateway Tests and the principal's frequency of providing instructional feedback to teachers. Furthermore, the findings are in agreement with Saleem et al. (2020), who observed that Instructional leadership style of the principal improves on instructors' motivation at the college level through planning and judgment.

The third objective of the study sought to determine the influence of transactional leadership style on teacher motivation in selected primary schools in Kumi District, Uganda.

The results showed that there is correlation coefficient for association between the predictor variables pertaining to the transactional leadership style of the head teacher and the independent variable, teacher motivation. The R^2 value shows that the predictor

variables in the regression model explained 0.1% of the variances. The model's adjusted R^2 value of -.008 indicates that head teachers' transactional leadership style is a predictor of teacher motivation. The head teacher's transactional leadership style is visible in the adjusted R^2 (-.008) and R^2 (.001) values, which show how they contribute to teacher motivation. We conclude that when a head teacher strengthens certain aspects of their transactional leadership style, teacher motivation rises. As a result, this study demonstrates a connection between the head teacher's transactional leadership style and teacher motivation. The variation in teacher motivation was explained by other factors. This is not in agreement to the findings of Chin (2017), who established that transactional leadership style has a significant relation with teacher motivation.

The contribution of 6.9% of the three leadership styles on teacher motivation was very small because most of the respondents were not familiar with the styles under investigation.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS.

6.0 Introduction

This chapter explores the conclusions and recommendations related to headteacher leadership styles and teacher motivation in selected primary schools in Kumi District, Uganda. Limitations of the study and also suggests areas for further research that could complement this study.

6.1 Conclusions

The conclusions were drawn in accordance with the main objectives that guided the study and the findings from the study.

- i. Transformational leadership has an insignificant influence on teacher motivation in the primary schools in Kumi District.
- ii. Instructional leadership has a significant influence on teacher motivation in the primary schools in kumi District.
- iii. Transactional leadership has an insignificant influence on teacher motivation in the primary schools in Kumi District.

6.2 Recommendations:

Since instructional leadership has been proven to significantly influence teacher motivation, head teachers should endeavor to apply instructional leadership style in order to improve on teacher motivation for improving the quality of instruction by providing clear guidelines and expectations for teaching practices and emphasizing high instructional standards that can motivate teachers to strive for excellence in their teaching.

6.3 Limitations of the Study

Some teachers were not willing to take part in the study

Some teachers did not submit back the completed questionnaires in time, this delayed the whole process.

It was a rainy season and some roads were very slippery and not easily accessible to some selected schools though all were reached.

6.4 Areas for Further Research

The study looked at only three leadership styles of transformational, instructional and transactional. Therefore another investigation should be done on other factors other than leadership styles influence on teacher motivation in schools.

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APPENDICES

Appendix I: Participant Information sheet and Consent Form

I am Jane Florence Imurang, a student at Uganda Christian University undertaking a study on the influence of head teacher leadership styles on teacher motivation in primary schools in Kumi District in Eastern Uganda that will lead to the award of the Degree of Masters of Education in education planning and administration of Uganda Christian University.

Your participation will be through the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate?

YES

NO

Appendix II: Questionnaire for Deputy Head teachers and Teachers in the selected primary Schools in Kumi district.

Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. Demographic Data of Respondents

Please tick (✓) the appropriate response.

i. **Sex of Respondent** 1. Male 2. Female

2. Age Bracket of Respondent

1. 18 -25 years 2. 26-35 years 3. 36-45 years 4. Above 45 year

3. Level of Education:

1. Certificate 2. Diploma 3. Degree 4. Others

4. Position at school:

1. Deputy Head teacher 2. Senior woman 3. Senior man 4. Subject teacher

SECTION B: INDEPENDENT CONSTRUCTS

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

No.	Head teacher Transformational Leadership in the Primary Schools	1	2	3	4
	My head teacher:				
1	Demonstrates an understanding of what needs to be done in the school				
2	Inspires me to act positively				
3	Encourages me to participate in all school activities				
4	Shows passion about the school while communicating to teachers				
5	Is committed to support me as a head teacher				
6	Is impartial when I approach him/her				
7	Always thinks a head about what he/she wants the school to be				
8	Demonstrates honesty in whatever he/she does in the school				
9	Is a role model to me as a teacher				
10	Trusts me as a responsible person				

No	Head teacher Instructional Leadership in the Primary Schools	1	2	3	4
	The head teacher:				
1	Communicates efficiently with the teachers				
2	Maintains a good work relation with the teachers				
3	Continuously monitors teaching in the school				
4	Collaborates closely with me as a teacher in instructional matters				
5	Emphasizes use of effective teaching methods in teaching				
6	Encourages me to be focused on the school mission during teaching				
7	Emphasizes learner achievement for any teaching session				
8	Insists on setting clear lesson objectives for each lesson				

No	Head teacher Transactional Leadership in the Primary Schools	1	2	3	4
	The head teacher of my school:				
1	Is focused on short-term goals				
2	Always guides teachers by clarifying individual roles				
3	Is always clear about task requirements for each activity				

4	Provides rewards for effort I put in my teaching tasks				
5	Recognizes my individual accomplishments				
6	Watches out for me when I do not follow set standards				
7	Takes corrective action when I do not follow standards				
8	Ensures that I follow procedure in what I do				

SECTION C: DEPENDENT VARIABLE

No.	Teacher Motivation in the Primary Schools	1	2	3	4
1	I am self-driven in all my activities				
2	I am always willing to do more				
3	The methods of teaching I use are carefully selected				
4	I endeavor to make lessons exciting to the children				
5	I adopt diverse innovative approaches during teaching				
6	I maintain a balance between teaching and listening				
7	I am passionate about my teaching job				
8	I can work with minimum supervision				
9	I always scheme well in time to teach children				
10	I always prepare lesson plans in advance				

Appendix III - Interview Guide for Key Informants.

The researcher will use this interview guide to collect data during face-to-face interviews with the head teachers at the selected primary schools in Kumi District.

Items

1. For how long have you been a head teacher in this school?
2. As a leader in this school, talk to me about your styles of leadership. How do you lead your school?
3. How do you inspire your teachers to act positively?
4. In what ways do you encourage your teachers to participate in all school activities?
5. As a head teacher, how do you monitor teaching and learning in your school?
6. How do you show passion about the school while communicating to the teachers?
7. Which of the styles you use seems to motivate your staff? Why do you think so?
8. In your view, do you think staff is highly motivated, moderately motivated, lowly motivated? Please elaborate on your response

Thank you so much for participating in this study.

END

Appendix IV : An introductory letter



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

HEADTEACHER
KADAMIT
P.O. BOX 44 KUMI
Date: 18 March 2024

Office of the Academic Registrar

To THE HEADTEACHERS
OF THE TWENTY (20) SELECTED
PRIMARY SCHOOLS IN KUMI DISTRICT.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MURANG JANE FLORENCE
Of Registration Number; RJ20/MUC/MED/189 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree A MASTERS' DEGREE

He/ she is required to carry out an academic research on the topic
HEADTEACHER LEADERSHIP STYLES AND TEACHER MOTIVATION
SELECTED PRIMARY SCHOOLS IN KUMI DISTRICT, UGANDA.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar

HEADTEACHER
NIEROKODIKE PRIMARY SCHOOL
15 MAR 2024
P.O. BOX 44 KUMI

HEADTEACHER
OBOSOI PRIMARY SCHOOL
15 MAR 2024
P.O. BOX 44, KUMI

OSWAPA PRIMARY SCHOOL
KIIMI
15 MAR 2024
HEADTEACHER
P.O. BOX 44, KUMI

MUKONGORO ROCK PRI. SCHOOL
P.O. BOX 101 KUMI, UG.
18/03/2024

HEADTEACHER
AKALAPAI PRI. SCHOOL
18 MAR 2024
P.O. BOX 44, KUMI DISTRICT

18/03/2024

19 FEB 2024

HEADTEACHER
Olelia Primary School
29 MAR 2024
P.O. Box 44 Kumi (U)

KAPOKINA PRIMARY SCHOOL
Date: 19-3-24
P.O. BOX 44, KUMI (U)

HEADTEACHER
ATUTUR PRI. SCH.
19 MAR 2024
KUMI DISTRICT

HEADTEACHER
KACHEREDE PRIMARY SCHOOL
19 MAR 2024
C/O P.O. BOX 44 KUMI

HEADTEACHER
KANYUM PRIMARY SCHOOL
20 MAR 2024
P.O BOX 44 KUMI

HEADTEACHER
KATAMAKA NEW PRI. SCH.
KUMI DISTRICT
DATE: 20/3/2024
Jmmmp.

HEADTEACHER
KANYUM PRIMARY SCHOOL
20 MAR 2024
P.O BOX 44 KUMI

21/3/2024
Jmmmp.

THE HEADTEACHER
AUKOT PRIMARY SCHOOL
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HEADTEACHER
AJUKET PRIMARY SCHOOL
21 MARCH 2024
P. O. BOX 44, KUMI

CTMUS
21/03/2024

HEADTEACHER
KWARIKWAR PRIMARY SCHOOL
22 MAR 2024
KUMI DISTRICT

HEADTEACHER
OGOSG...S.
DATE: 22/3/2024
P.O BOX 44 KUMI
OGOSG...

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HEADTEACHER
KALAPATA PRI. SCH
KUMI DISTRICT
DATE: 22/3/2024

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HEADTEACHER
OLUMOT PRIMARY SCHOOL
25 MAR 2024
C/O. Box 44, Kumi (U)

25/03/2024

HEAD TEACHER
ORAPADA PRIMARY SCHOOL
Date: 26/03/2024

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MORU APESUR PRIMARY SCHOOL
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Date: 26/3/2024

[Signature]

Appendix V: The map of Uganda showing the location of Kumi district as the area of study



Key

- Kumi district area of study
- Water bodies