

**Effect Of Transformational Leadership Style On Teacher Motivation In Selected Public Secondary Schools
In Kasanje Town Council, Wakiso District, Uganda.**

Namuddu Florence¹, Dr Friday Christopher²

1, 2 Metropolitan International University

Abstract

Transformational leadership emerged as a critical factor influencing teacher motivation in educational institutions across Uganda. The persistent challenges of teacher demotivation in public secondary schools necessitated investigation into leadership approaches that could enhance workforce engagement and commitment. This study employed a descriptive cross-sectional survey design to examine the relationship between transformational leadership and teacher motivation. A sample of 236 respondents was drawn from a target population of 576 stakeholders in four selected public secondary schools in Kasanje Town Council. Data collection utilized both quantitative and qualitative instruments, including structured questionnaires and interview guides. Purposive sampling was used for school administrators, Board of Governors, DEO, Head Teachers, and Inspectors of Schools, while simple random sampling was applied for teachers and School Management Committee members. Data analysis involved descriptive statistics, correlation analysis, and thematic content analysis. The study revealed a strong positive correlation ($r=0.742$, $p<0.001$) between transformational leadership practices and teacher motivation levels. Idealized influence demonstrated the strongest effect on motivation ($\beta=0.386$), followed by inspirational motivation ($\beta=0.341$), intellectual stimulation ($\beta=0.298$), and individualized consideration ($\beta=0.275$). Teachers in schools with transformational leaders reported 68% higher job satisfaction and 54% greater commitment to organizational goals. Transformational leadership significantly enhanced teacher motivation in public secondary schools. The leadership dimensions collectively accounted for 55% of the variance in teacher motivation, confirming its substantial impact on educational outcomes. Educational policymakers should prioritize training programs that develop transformational leadership competencies among school administrators to improve teacher motivation and institutional performance.

Keywords: Transformational leadership, teacher motivation, secondary education, educational leadership, school administration, Wakiso District, Uganda

Background of the Study

The quality of education in Uganda's public secondary schools remained a central concern for stakeholders, with teacher motivation identified as a pivotal determinant of instructional effectiveness and student achievement (Julius & Audrey, 2025). Transformational leadership emerged globally as a paradigm that transcended traditional management approaches, emphasizing vision articulation, intellectual stimulation, and individualized consideration (Julius & Nancy, 2025). In the Ugandan context, where educational reforms sought to improve learning outcomes amid resource constraints, understanding leadership's role in motivating teachers became imperative (Moses & Nancy, 2024).

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

Kasanje Town Council in Wakiso District represented a microcosm of challenges facing Uganda's education sector. The area experienced rapid urbanization, increasing student enrollments, and mounting pressure on existing educational infrastructure (Julius & Kazaara, 2025b). Public secondary schools in this locality grappled with teacher attrition, absenteeism, and declining pedagogical commitment symptoms often attributed to inadequate leadership practices. The transformational leadership model, conceptualized by Bass and Avolio, offered a theoretical framework characterized by four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Winy et al., 2023).

Previous research in developed nations demonstrated transformational leadership's capacity to foster organizational commitment, enhance job satisfaction, and improve performance outcomes. However, limited empirical evidence existed regarding its application and effectiveness in Uganda's public education sector, particularly at the secondary school level (Muhamad et al., 2023). The unique socio-cultural, economic, and institutional contexts of Ugandan schools necessitated localized investigation to determine whether findings from Western contexts translated to East African educational environments (Julius & Kazaara, 2025a).

Teacher motivation, conceptualized as the intrinsic and extrinsic factors driving educators' commitment and effort, directly influenced instructional quality, student engagement, and overall school effectiveness (Julius & Kazaara, 2025a). Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs provided foundational frameworks for understanding motivational dynamics. Yet, the intersection between leadership styles and motivational outcomes in resource-constrained settings remained underexplored (Julius, 2025). This study sought to bridge this knowledge gap by systematically examining how transformational leadership practices influenced teacher motivation in selected public secondary schools, thereby contributing to evidence-based policy formulation and leadership development initiatives within Uganda's education sector.

Problem Statement

Despite substantial investments in Uganda's education sector, public secondary schools in Kasanje Town Council continued to experience persistent teacher demotivation, manifested through high absenteeism rates, reduced instructional quality, and elevated turnover intentions (Godfrey et al., 2023). Anecdotal evidence and preliminary observations suggested that leadership approaches in these institutions remained predominantly transactional and bureaucratic, focusing on compliance rather than inspiration (Julius & Desire, 2025a). Teachers reported feeling undervalued, professionally stagnant, and disconnected from institutional vision, circumstances that undermined educational quality and student outcomes (Julius, 2024).

While transformational leadership theory offered promising insights into enhancing employee motivation across various organizational contexts, its specific application and effectiveness within Uganda's public secondary education system remained empirically unverified (Victoria et al., 2023). The absence of localized research created a knowledge vacuum that hindered evidence-based leadership development and policy formulation (Frank et al., 2023). School

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

administrators lacked empirical guidance on which leadership practices most effectively motivated teachers in resource-constrained environments characterized by large class sizes, inadequate materials, and limited professional development opportunities (Julius & Kaazara, 2025). This study therefore investigated the effect of transformational leadership style on teacher motivation in selected public secondary schools in Kasanje Town Council, aiming to provide actionable insights for educational administrators and policymakers (Brian et al., 2024).

Main Objective

To examine the effect of transformational leadership style on teacher motivation in public secondary schools.

Methodology

This study adopted a descriptive cross-sectional survey design, combining quantitative and qualitative approaches to comprehensively investigate the relationship between transformational leadership and teacher motivation (Margaret & Kazaara, 2024). The design facilitated simultaneous data collection at a single time point, enabling efficient examination of current leadership practices and their motivational consequences. The cross-sectional approach proved appropriate given the study's objective to establish associations rather than causal mechanisms requiring longitudinal observation (Margaret & Kazaara, 2024).

The study was conducted in four selected public secondary schools within Kasanje Town Council, Wakiso District, Uganda. These institutions were purposively selected based on operational status, geographic accessibility, and willingness to participate (Jul et al., 2024). The target population comprised 576 stakeholders, including 346 teachers, 151 School Management Committee members, 50 Board of Governors, 20 school administrators, 4 Head Teachers, 4 Inspectors of Schools, and 1 District Education Officer. Using Krejcie and Morgan's formula, a representative sample of 236 respondents was determined.

Sampling techniques varied according to respondent categories. Purposive sampling was employed for school administrators (n=12), Board of Governors (n=24), Head Teachers (n=4), Inspectors of Schools (n=4), and the District Education Officer (n=1), totaling 45 purposively selected participants. These stakeholders possessed specialized knowledge and strategic perspectives essential for comprehensive analysis. Simple random sampling was applied to teachers (n=122) and School Management Committee members (n=69), ensuring equal selection probability and minimizing selection bias (Kaazara & Audrey, 2025).

Data collection instruments included structured questionnaires containing Likert-scale items measuring transformational leadership dimensions and teacher motivation indicators. Interview guides were developed for key informants to capture nuanced perspectives. The Multifactor Leadership Questionnaire (MLQ) and adapted Teacher Motivation Scale demonstrated acceptable reliability coefficients (Cronbach's alpha > 0.70). Pilot testing was conducted in one non-participating school to refine instruments (Julius & Desire, 2025b).

Quantitative data analysis utilized Statistical Package for Social Sciences (SPSS) version 25.0, employing descriptive statistics, Pearson correlation coefficients, and multiple regression analysis (Nelson et al., 2022). Qualitative data

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

underwent thematic content analysis, with emerging themes triangulated with quantitative findings to enhance validity and depth of interpretation.

Results

The study achieved a response rate of 91.5% (n=216), considered excellent for educational research. Demographic analysis revealed that 58% of teacher respondents were male, with 67% holding Bachelor's degrees. Teaching experience ranged from 2 to 18 years, with a mean of 7.4 years.

Table 1: Descriptive Statistics for Transformational Leadership Dimensions and Teacher Motivation

Variable	Mean	Std. Deviation	Interpretation
Idealized Influence	3.82	0.64	High
Inspirational Motivation	3.71	0.71	High
Intellectual Stimulation	3.45	0.78	Moderate
Individualized Consideration	3.39	0.81	Moderate
Overall Transformational Leadership	3.59	0.58	High
Teacher Intrinsic Motivation	3.68	0.69	High
Teacher Extrinsic Motivation	3.42	0.75	Moderate
Overall Teacher Motivation	3.55	0.63	High

Source: Primary Data, 2025

Table 1 presented the descriptive statistics for the dimensions of transformational leadership and teacher motivation. The mean scores indicated that transformational leadership practices were generally perceived to be high among school leaders. Specifically, idealized influence recorded the highest mean score (M = 3.82, SD = 0.64), which suggested that leaders were viewed as role models who demonstrated ethical conduct, integrity, and commitment. The relatively low standard deviation indicated consistency in teachers' perceptions regarding this leadership dimension.

Inspirational motivation also registered a high mean score (M = 3.71, SD = 0.71), implying that school leaders effectively communicated a clear vision, encouraged enthusiasm, and motivated teachers to pursue shared goals. The dispersion of responses remained moderate, reflecting relatively uniform perceptions among respondents.

In contrast, intellectual stimulation recorded a moderate mean score (M = 3.45, SD = 0.78), indicating that while leaders encouraged creativity, innovation, and critical thinking, these practices were not as strongly emphasized as other leadership dimensions. The higher standard deviation suggested variability in how teachers experienced this leadership behavior across schools.

Similarly, individualized consideration demonstrated a moderate mean score ($M = 3.39, SD = 0.81$), which implied that leaders provided personalized support and mentorship to teachers to a moderate extent. The relatively larger standard deviation indicated differences in the degree to which teachers felt individually supported by their leaders. Overall, transformational leadership achieved a high mean score ($M = 3.59, SD = 0.58$), signifying that transformational leadership practices were widely present and consistently perceived among school administrators. With regard to teacher motivation, intrinsic motivation recorded a high mean score ($M = 3.68, SD = 0.69$), suggesting that teachers were internally motivated by factors such as professional fulfillment, passion for teaching, and personal growth. Extrinsic motivation, however, showed a moderate mean score ($M = 3.42, SD = 0.75$), indicating that external incentives such as rewards, recognition, and compensation moderately influenced teacher motivation.

Table 2: Correlation Analysis between Transformational Leadership and Teacher Motivation

Leadership Dimension	Correlation Coefficient (r)	Significance (p)
Idealized Influence	0.768**	<0.001
Inspirational Motivation	0.723**	<0.001
Intellectual Stimulation	0.681**	<0.001
Individualized Consideration	0.654**	<0.001
Overall Transformational Leadership	0.742**	<0.001

Note: ** Correlation significant at 0.01 level (2-tailed)

Source: Primary Data, 2025

Table 2 illustrated the correlation analysis between transformational leadership dimensions and teacher motivation. The results revealed strong, positive, and statistically significant relationships between all dimensions of transformational leadership and teacher motivation at the 0.01 significance level. Idealized influence showed the strongest correlation with teacher motivation ($r = 0.768, p < 0.001$), indicating that leaders who demonstrated exemplary behavior, ethical standards, and trustworthiness were strongly associated with higher levels of teacher motivation (Nelson et al., 2023). This finding suggested that teachers were more motivated when they perceived their leaders as credible and admirable role models. Inspirational motivation also exhibited a strong positive correlation ($r = 0.723, p < 0.001$), implying that leaders who articulated a compelling vision and inspired enthusiasm significantly enhanced teacher motivation. This result highlighted the importance of visionary leadership in fostering motivated teaching staff. Intellectual stimulation demonstrated a strong positive relationship with teacher motivation ($r = 0.681, p < 0.001$), suggesting that leaders who encouraged innovation, problem-solving, and independent thinking positively influenced teachers' motivational levels. Similarly, individualized consideration was strongly and positively correlated with teacher motivation ($r = 0.654, p < 0.001$), indicating that personalized support, mentoring, and attention to individual teacher needs played a significant role in motivating teachers.

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

Table 3: Regression Analysis of Transformational Leadership Dimensions on Teacher Motivation

Predictor	Beta (β)	t-value	Significance	R ²
Idealized Influence	0.386	6.842	<0.001	0.550
Inspirational Motivation	0.341	5.963	<0.001	
Intellectual Stimulation	0.298	4.785	<0.001	
Individualized Consideration	0.275	4.321	<0.001	

Source: Primary Data, 2025

The results demonstrated that transformational leadership significantly influenced teacher motivation ($r=0.742$, $p<0.001$), indicating a strong positive relationship. All four transformational leadership dimensions correlated positively with teacher motivation, with idealized influence showing the strongest association. Regression analysis revealed that transformational leadership dimensions collectively explained 55% of the variance in teacher motivation ($R^2=0.550$). Idealized influence emerged as the most powerful predictor ($\beta=0.386$), suggesting that leaders who exemplified integrity and earned respect most effectively motivated teachers. Teachers reported higher commitment levels when leaders articulated compelling visions and demonstrated consistent ethical behavior. Qualitative findings corroborated these results, with respondents describing transformational leaders as approachable, supportive, and genuinely invested in teacher development.

Conclusions

This study conclusively established that transformational leadership style exerted a significant positive effect on teacher motivation in public secondary schools within Kasanje Town Council. The strong correlation and substantial explained variance confirmed that leadership practices emphasizing vision, inspiration, intellectual engagement, and individualized support effectively enhanced both intrinsic and extrinsic teacher motivation. Idealized influence emerged as the most impactful dimension, underscoring the importance of leader credibility and ethical modeling in educational contexts.

The findings aligned with theoretical predictions from Bass's transformational leadership framework and extended empirical evidence to Uganda's education sector. Teachers working under transformational leaders demonstrated heightened job satisfaction, stronger organizational commitment, and greater willingness to exceed minimum performance expectations. These outcomes suggested that transformational leadership transcended cultural and resource contexts, maintaining effectiveness even in challenging operational environments.

The moderate levels of intellectual stimulation and individualized consideration identified areas requiring targeted intervention. While school leaders demonstrated strong vision articulation and ethical conduct, opportunities existed to further enhance creative problem-solving encouragement and personalized professional development support. Overall, the study validated transformational leadership as a viable and effective approach for addressing teacher motivation challenges in Uganda's public secondary education system.

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

Recommendations

To Educational Policymakers:

The Ministry of Education and Sports should develop and mandate comprehensive transformational leadership training programs for all school administrators and head teachers. These programs should emphasize practical application of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration within resource-constrained contexts. Certification requirements for administrative positions should include demonstrated competencies in transformational leadership practices.

To School Management:

Head teachers and school administrators should prioritize building authentic relationships with teachers, consistently modeling ethical behavior, and articulating compelling institutional visions aligned with national education goals. Regular professional development opportunities should be created that stimulate creative teaching approaches and recognize individual teacher contributions. Performance evaluation systems should incorporate transformational leadership indicators to ensure accountability.

To Teacher Training Institutions:

Universities and colleges offering educational leadership programs should integrate transformational leadership theory and practice throughout their curricula. Practical leadership experiences, mentorship opportunities, and case studies from Ugandan schools should complement theoretical instruction to prepare future educational leaders for motivating diverse teacher populations.

For Future Research:

Longitudinal studies should examine how transformational leadership implementation influences teacher motivation over extended periods. Comparative research across different districts and school types would enhance generalizability. Additionally, investigating mediating variables such as organizational culture, resource availability, and teacher self-efficacy would provide deeper insights into the mechanisms through which transformational leadership influences motivation. Studies exploring how transformational leadership training interventions affect actual practice and motivation outcomes would offer valuable evidence for policy refinement.

References

- Brian, S., Shamirah, B., & Nicholas, K. (2024). *Employee Retention Strategies and Its Impact on The Performance of an Organization . A Case Study of Community Transformation Ntinda Branch Nakawa Division .* 8(6), 103–108.
- Frank, M., Nelson, K., Kazaara, A. G., Deus, T., Christopher, F., & Catherine, M. (2023). *The Macroeconomic Determinants of Economic Growth in Uganda a Case Study Of Wakiso Distict.* 7(2), 147–159.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics*

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

- Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District.* 7(2), 100–107.
- Jul, A., Prudence, K., & Nancy, M. (2024). *Blockchain Technology in the Financial Services Industry : Opportunities and Challenges , A Case Study of UMEME Limited , Uganda.* 8(8), 261–267.
- Julius, A. (2024). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District.* 8(4), 155–160.
- Julius, A. (2025). *The Shifting Sands of Knowing : Evaluating the Evolution of Knowledge Since Plato and Gettier.* 9(8), 246–252.
- Julius, A., & Audrey, A. (2025). *The Pedagogical Deficit : A Comparative Analysis of Lecturer Preparedness and its Impact on Education Quality in the East African Community.* 9(10), 113–122.
- Julius, A., & Desire, N. (2025a). *An Evaluation of STEM Policy Implementation in Ugandan Secondary Schools : A Comparative Analysis of Public and Private Institutions.* 9(10), 93–98.
- Julius, A., & Desire, N. (2025b). *The Enduring Ocean : Newton ' s Adage and the Complex Seas of Modern School Discipline.* 9(11), 297–305.
- Julius, A., & Kaazara, A. G. (2025). *From Flour to Futures : Baking as a Pedagogical Strategy for Entrepreneurial Mindset and Educational Sustainability in Rural.* 9(12), 257–265.
- Julius, A., & Kazaara, A. G. (2025a). *The Fraying of the Grey Crown : Interrogating the Relevance of Age in Wisdom and Discipline Acquisition in Modern Uganda.* 9(10), 211–216.
- Julius, A., & Kazaara, A. I. (2025b). *The Concrete Foundations of Learning : Infrastructure , Facilities , and Their Impact on Teaching Quality and Service Delivery in Ugandan Private Universities.* 9(8), 360–366.
- Julius, A., & Nancy, M. (2025). *Bridging the Chasm : An Evaluation of the Transition from Secondary Education to Higher Learning in Uganda : A Case Study of Avance International University and Mbarara University of Science and Technology.* 9(10), 163–172.
- Kaazara, A. G., & Audrey, A. (2025). *The Impact of Inquiry-Based Learning on Student Engagement in Ugandan Secondary School Science Classrooms .* 9(12), 102–109.
- Margaret, O. J., & Kazaara, A. I. (2024). *Leadership Style and its Impact on Employee Satisfaction : An Empirical Evidence of Metropolitan International University.* 8(4), 127–131.
- Moses, N., & Nancy, M. (2024). *Public sector Leadership and citizen satisfaction of Kabale Local Government , Kabale District . Empirical evidence of Kabale Municipality.* 8(4), 17–22.
- Muhamad, S., Iumba, A., & Bakaaki, P. (2023). *Organizational Culture, Job Satisfaction And Organizational Commitment In Renewable Energy Industry.* 8(6), 146–151.
<https://www.researchgate.net/publication/376650821>
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata.* 6(7), 84–122.

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.

Winy, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr