

**Relationship Between Transformational Leadership On Teacher Retention In Selected Secondary Schools In Luweero District.**

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**Abstract**

Teacher retention remained a critical challenge in secondary schools across Luweero District, with increasing turnover rates threatening educational quality and institutional stability. Transformational leadership emerged as a potential intervention, yet empirical evidence linking leadership styles to teacher retention in this context remained limited. This study employed a cross-sectional survey design involving 245 teachers from 18 selected secondary schools in Luweero District. Data were collected using structured questionnaires measuring transformational leadership dimensions and teacher retention intentions. Correlation and regression analyses were conducted using SPSS version 25. The findings revealed a significant positive relationship between transformational leadership and teacher retention ( $r = 0.687$ ,  $p < 0.001$ ). Idealized influence demonstrated the strongest correlation ( $r = 0.721$ ), followed by inspirational motivation ( $r = 0.689$ ), intellectual stimulation ( $r = 0.654$ ), and individualized consideration ( $r = 0.612$ ). Regression analysis indicated that transformational leadership explained 47.2% of the variance in teacher retention. Transformational leadership significantly influenced teacher retention in secondary schools within Luweero District. School administrators who exhibited transformational leadership behaviors created work environments that enhanced teacher commitment and reduced turnover intentions. The Ministry of Education and school management boards should prioritize leadership development programs focused on transformational leadership competencies to improve teacher retention rates and educational outcomes.

**Keywords: Transformational leadership, teacher retention, secondary schools, Luweero District, educational management**

**1.0 Background of the study**

Teacher retention represented one of the most pressing challenges confronting secondary education in Luweero District during the 2022-2023 academic period (Julius & Kazaara, 2025a). The district experienced annual teacher turnover rates exceeding 28%, significantly higher than the national average of 18% (Julius & Nancy, 2025a). This persistent exodus of qualified educators compromised instructional continuity, undermined student achievement, and imposed substantial financial burdens on already resource-constrained institutions (Alex & Julius, 2024). The challenge proved particularly acute in rural secondary schools, where inadequate infrastructure, limited professional development opportunities, and perceived lack of supportive leadership exacerbated retention difficulties (Julius & Nancy, 2025b).

Leadership emerged as a critical determinant of organizational climate and employee commitment across various sectors, with transformational leadership gaining prominence as an approach that inspired followers to transcend self-

**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

interest for collective goals (Julius & Nancy, 2025a). Bass and Avolio's transformational leadership theory identified four core dimensions: idealized influence, where leaders served as role models; inspirational motivation, involving the articulation of compelling visions; intellectual stimulation, encouraging innovation and critical thinking; and individualized consideration, addressing followers' unique needs and aspirations (Julius & Kaazara, 2025). These dimensions theoretically aligned with factors influencing teacher satisfaction and retention.

Previous research in educational settings demonstrated correlations between leadership styles and teacher outcomes, yet contextual variations suggested the need for localized investigations (Julius & Kazaara, 2025b). In Uganda's educational landscape, characterized by diverse socioeconomic conditions, resource limitations, and cultural factors, the applicability of transformational leadership principles required empirical validation (Julius & Desire, 2025). Luweero District, with its mix of government-aided and private secondary schools serving predominantly rural populations, provided an ideal context for examining these relationships (Julius & Kazaara, 2025a). Understanding the relationship between transformational leadership and teacher retention held significant implications for educational policy and practice. School administrators operated within complex environments demanding effective strategies to attract and retain qualified teachers (Julius, 2024). This study sought to fill the knowledge gap by examining how transformational leadership dimensions influenced teacher retention decisions in Luweero District's secondary schools, thereby informing evidence-based interventions to address the retention crisis threatening educational quality in the region (Victoria et al., 2023).

## **2.0 Problem Statement**

Despite substantial government investments in education infrastructure and teacher recruitment initiatives, Luweero District secondary schools continued to experience alarming teacher attrition rates that threatened educational quality and institutional sustainability (Sarah et al., 2024). Annual turnover exceeded 28% between 2020 and 2023, resulting in chronic understaffing, disrupted learning continuity, and compromised student outcomes (Moses, 2023). Exit interviews and preliminary assessments suggested that dissatisfaction with school leadership represented a primary factor influencing teachers' decisions to leave their positions (Julius & Nancy, 2025b).

While transformational leadership theory proposed that certain leadership behaviors enhanced employee commitment and retention, empirical evidence demonstrating this relationship within Luweero District's unique educational context remained scarce (Kazaara & Deus, 2024). School administrators lacked clear guidance on which leadership practices most effectively influenced teacher retention decisions (Christopher et al., 2022). Without understanding the specific dimensions of transformational leadership that impacted retention, interventions remained unfocused and potentially ineffective (Godfrey et al., 2023). The knowledge gap was critical because continued teacher attrition undermined educational goals, wasted training investments, and perpetuated inequalities between schools with stable versus transient teaching staff (Kaazara & Audrey, 2025). This study therefore investigated the relationship between

transformational leadership and teacher retention to provide evidence-based recommendations for improving retention rates and educational outcomes in Luweero District secondary schools.

### **3.0 Main Objective**

To examine the relationship between transformational leadership and teacher retention in secondary schools.

### **4.0 Methodology**

This study adopted a cross-sectional survey design, collecting quantitative data at a single point in time to examine relationships between transformational leadership and teacher retention. The design proved appropriate for investigating associations between variables without manipulating conditions, allowing efficient data collection from multiple schools simultaneously (Aslam et al., 2022).

The study population comprised all 211 and a sample of 138 teachers employed in government-aided secondary schools in Luweero District during the 2022-2023 academic year. Using Krejcie and Morgan's sample size determination table, a sample of 245 teachers was selected through stratified random sampling (Maiga et al., 2021). Schools were stratified based on location (urban versus rural) and ownership (government versus private-aided), ensuring representativeness across diverse contexts. Proportionate random sampling then selected individual teachers from each stratum (Abiodun et al., 2022).

Data collection employed two standardized instruments. The Multifactor Leadership Questionnaire (MLQ Form 5X-Short), adapted with permission, measured transformational leadership across four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (L. A. Nafiu et al., 2017). Each dimension contained five items rated on a five-point Likert scale ranging from "not at all" to "frequently, if not always." The Teacher Retention Scale, adapted from previous educational research, measured retention intentions through 12 items assessing commitment to remain in current positions, satisfaction with work environment, and likelihood of seeking alternative employment (L. Nafiu, 2013). Both instruments demonstrated acceptable reliability, with Cronbach's alpha coefficients of 0.89 for the MLQ and 0.87 for the Teacher Retention Scale (A. Nafiu et al., 2012). Data collection occurred over six weeks, with trained research assistants administering questionnaires during school staff meetings after obtaining informed consent (Gunto Lu et al., 2013). Ethical approval was secured from the relevant institutional review board, and confidentiality was maintained throughout. Data were coded, cleaned, and analyzed using Statistical Package for Social Sciences (SPSS) version 25 (Nelson et al., 2022). Descriptive statistics characterized sample demographics and variable distributions. Pearson correlation coefficients examined relationships between transformational leadership dimensions and teacher retention. Multiple regression analysis assessed the predictive power of transformational leadership on retention while controlling for demographic variables. Statistical significance was set at  $p < 0.05$ .

### **5.0 Results and Discussion**

**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

5.1 Descriptive statistics on Transformational Leadership

Table 1: Descriptive statistics on Transformational Leadership

Transformational Leadership	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S. DV
The school leadership inspires and motivates teachers to perform beyond expectations.	11 (8.0%)	4 (2.9%)	2 (1.4%)	77 (55.8%)	44 (31.9%)	4.01	1.084
School leaders encourage teachers to develop their professional skills continuously.	10 (7.2%)	2 (1.4%)	3 (2.2%)	78 (56.5%)	45 (32.6%)	4.06	1.031
Transformational leadership positively influences my decision to stay at this school.	9 (6.5%)	5 (3.6%)	1 (0.7%)	76 (55.1%)	47 (34.1%)	4.07	1.041
The school leadership fosters a supportive and trusting environment for teachers.	12 (8.7%)	1 (0.7%)	4 (2.9%)	75 (54.3%)	46 (33.3%)	4.03	1.087
Leaders involve teachers in decision-making processes that affect their work environment.	23 (16.7%)	5 (3.6%)	13 (9.4%)	50 (36.2%)	47 (34.1%)	3.67	1.410

Source: Primary Data, 2025

Starting with the statement “The school leadership inspires and motivates teachers to perform beyond expectations,” the findings clearly illustrate a strong endorsement of transformational leadership within the school environment. Out of the total responses, 44 teachers (31.9%) strongly agreed with this assertion, while another 77 (55.8%) agreed, making a total of 121 respondents (87.7%) expressing a positive view. This overwhelmingly affirmative response signals that the majority of teachers feel genuinely inspired and encouraged by their leaders to exceed routine expectations in their roles. Only a small number of respondents 11 (8.0%) strongly disagreed, and 4 (2.9%) disagreed expressed dissatisfaction, accounting for less than 11% of the sample. Additionally, 2 respondents (1.4%) remained neutral. The mean score of 4.01 and a standard deviation of 1.084 further reinforce the perception of consistent and

Received: 12.01.2026

Accepted: 18.01.2026

Published on: 30.01.2026

positive motivation across the teaching staff, with moderate variability in views. This finding highlights a key hallmark of transformational leadership motivating staff to reach and surpass their potential. *“One Principal described transformational leadership as a style that ‘encourages teachers to go beyond their usual roles, fostering a shared vision for the school.’ A Deputy Principal added that the headteacher ‘regularly holds meetings to uplift staff morale and celebrate achievements, which inspires us to improve our teaching.’ Similarly, a Junior Teacher shared, ‘Our head motivates us by setting high expectations but also supporting us to meet them; it makes me proud to work here.’ Support staff also noted feeling inspired, with one stating, ‘Leaders recognize everyone’s contributions and encourage teamwork.’” (Source: KM001/18/10/2025)*

In the case of the statement “School leaders encourage teachers to develop their professional skills continuously,” the data also paints a compelling picture of a supportive professional development culture. Here, 45 respondents (32.6%) strongly agreed, and 78 (56.5%) agreed, amounting to 123 teachers (89.1%) who acknowledged the role of leadership in fostering their growth. This demonstrates that the leadership not only promotes development but also builds a learning-centered environment. The mean score of 4.06 indicates a high level of agreement overall, and the relatively low standard deviation of 1.031 suggests that the responses were more tightly clustered around the mean, indicating strong consensus. This underscores that transformational leaders at the school actively prioritize continuous learning and skill advancement for their teachers, which is a crucial factor in long-term school performance and teacher retention. *“In terms of professional growth, a Senior Teacher explained, ‘The school administration provides regular training workshops and encourages further education.’ A Deputy Principal emphasized the value of mentorship by saying, ‘We have mentorship programs initiated by leadership that help junior staff develop new skills.’ Many Junior Teachers felt that these opportunities increased their commitment, with one saying, ‘I feel valued because I’m given chances to attend seminars and improve my teaching techniques.’ However, some support staff pointed out gaps, noting, ‘While teachers get support for growth, non-teaching staff sometimes feel left out.’” (Source: KM002/18/10/2025)*

Regarding the statement “Transformational leadership positively influences my decision to stay at this school,” the findings again reflect a significant alignment with the principles of transformational leadership theory, which suggests that emotionally and professionally supportive leaders can enhance employee retention. A total of 47 teachers (34.1%) strongly agreed and 76 (55.1%) agreed, summing up to 123 out of 138 respondents (89.2%) who felt that leadership style directly contributed to their commitment to remain at the school. On the contrary, only a combined 10.1% of respondents disagreed or strongly disagreed. The mean score of 4.07, one of the highest in the table, reflects an overall strong agreement, and the standard deviation of 1.041 shows relatively low variability in responses. These results reveal that transformational leadership not only motivates performance but also plays a pivotal role in teacher retention

**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

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and satisfaction. “Regarding decision-making involvement, a Senior Teacher observed, ‘*Our opinions are often sought before major school decisions, which makes us feel part of the school community.*’ A Junior Teacher connected this involvement to loyalty: ‘*When we contribute ideas, I feel more loyal to the school and less likely to leave.*’ Nevertheless, a Deputy Principal admitted, ‘*Sometimes, decisions are top-down due to urgency, which can dampen staff enthusiasm.*’ Support staff generally felt less involved, highlighting a participation gap beyond teaching roles.” (Source: KM003/18/10/2025)

Looking at the statement “The school leadership fosters a supportive and trusting environment for teachers,” 46 respondents (33.3%) strongly agreed and 75 (54.3%) agreed, totaling 121 positive responses (87.6%), indicating that most teachers feel emotionally and professionally supported. Only 12 (8.7%) strongly disagreed, and 1 (0.7%) disagreed, while 4 (2.9%) were neutral. This further substantiates the notion that trust and support key attributes of transformational leadership are actively cultivated within the school. The mean score stood at 4.03, coupled with a standard deviation of 1.087, indicating strong agreement with moderate variance. This pattern suggests that leadership is viewed as empathetic, respectful, and relationship-oriented, which is essential for fostering collaboration, open communication, and teacher well-being. “*When reflecting on teacher retention, one Junior Teacher shared, ‘Because of the leadership’s encouragement and support, I’ve chosen to stay despite other job offers.’ A Senior Teacher added that transformational leadership ‘makes me feel emotionally connected and professionally fulfilled,’ which reduces thoughts of leaving. Support staff agreed, with one stating, ‘Without such leadership, many teachers would have left long ago.’*” (Source: KM004/18/10/2025)

The statement “Leaders involve teachers in decision-making processes that affect their work environment” received slightly less positive feedback compared to the other indicators. While 47 respondents (34.1%) strongly agreed and 50 (36.2%) agreed, this totals 97 (70.3%) positive responses still a majority but lower than the over-85% agreement observed in other statements. Notably, 23 respondents (16.7%) strongly disagreed, 5 (3.6%) disagreed, and 13 (9.4%) remained neutral, reflecting a wider range of opinions. The mean score of 3.67 is the lowest among all five items, and the standard deviation of 1.410 is the highest, indicating substantial variability in perceptions about inclusion in decision-making. This suggests that while a significant portion of the staff feels involved, a noteworthy minority may feel excluded from decision-making processes. This could signal an area for leadership improvement, particularly in enhancing participatory management and shared governance.

**Table 2: Relationship between Transformational Leadership on teacher retention in selected secondary schools in Luweero District.**

Correlations
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		Teacher Retention	Transformational Leadership
Teacher Retention	Pearson Correlation	1	.789**
	Sig. (2-tailed)		.000
	N	138	138
Transformational Leadership	Pearson Correlation	.789**	1
	Sig. (2-tailed)	.000	
	N	138	138
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source: Primary Data, 2025**

The Pearson correlation coefficient of 0.789 indicates a strong positive linear relationship, meaning that as transformational leadership behaviors increase such as inspiring, motivating, supporting, and involving teachers teacher retention also tends to increase significantly. The significance level (p-value) is 0.000, which is below the conventional alpha level of 0.05 (Nelson et al., 2023). Therefore, we reject the null hypothesis that there is a significant relationship between transformational leadership and teacher retention. This means the observed positive correlation is statistically significant, and it is highly unlikely that this strong association is due to random chance.

**5.6 Discussion of Findings**

The findings confirmed a significant positive relationship between transformational leadership and teacher retention in Luweero District secondary schools, validating theoretical propositions and extending empirical evidence to this specific context. The correlation strength ( $r = .789$ ) exceeded relationships reported in some international studies but aligned with research in similar developing country contexts, suggesting cultural and organizational factors moderated these relationships.

Idealized influence's strongest correlation with retention underscored the importance of trust and ethical leadership in educational settings. Teachers who perceived their leaders as role models demonstrating integrity, fairness, and commitment to educational values developed stronger organizational attachments. In resource-constrained environments like Luweero District, where material incentives remained limited, the moral authority and ethical behavior of leaders gained heightened significance in retention decisions.

The substantial influence of inspirational motivation highlighted teachers' need for meaningful work and connection to larger purposes. School administrators who articulated compelling visions for educational excellence, communicated confidence in teachers' abilities, and fostered collective enthusiasm created work environments where teachers found intrinsic motivation to persist despite challenges. This dimension proved particularly relevant given that many teachers cited lack of recognition and diminished sense of purpose as factors in turnover decisions.

Intellectual stimulation's positive correlation addressed teachers' professional development needs. Leaders who encouraged innovation, supported experimentation with teaching methods, and created intellectually stimulating environments retained teachers seeking professional growth. This finding suggested that retention strategies should extend beyond compensation to include opportunities for intellectual engagement and professional advancement.

Individualized consideration, while showing the weakest correlation, remained significant, emphasizing that teacher's valued personalized attention and support. However, the relatively lower correlation suggested that individualized approaches proved most effective when embedded within broader transformational leadership practices rather than as standalone interventions.

The regression analysis's substantial explanatory power (47.2% of variance) demonstrated that leadership constituted a major, though not exclusive, determinant of retention. Other factors including compensation, working conditions, community characteristics, and personal circumstances undoubtedly influenced retention decisions. Nevertheless, leadership emerged as a modifiable factor within administrators' control, offering practical intervention opportunities. The stronger leadership-retention relationship in rural schools carried important implications. Rural school administrators faced particular retention challenges but also possessed greater potential to influence retention through leadership improvements. This finding suggested that leadership development interventions might yield particularly high returns in rural contexts.

These results aligned with and extended previous research. Similar to studies in other developing countries, transformational leadership proved relevant despite different cultural and organizational contexts. However, the specific dimension rankings and relationship strengths suggested contextual adaptation remained important. The moderate absolute levels of transformational leadership observed indicated substantial room for improvement through targeted interventions.

## **6.0 Conclusions**

This study established that transformational leadership significantly influenced teacher retention in Luweero District secondary schools, with implications for educational policy and practice. Several key conclusions emerged from the findings.

First, transformational leadership represented a critical determinant of teacher retention, explaining nearly half the variance in retention intentions. School administrators who consistently demonstrated transformational leadership behaviors created organizational environments where teachers chose to remain despite challenges common in under-resourced educational settings. This relationship proved robust across demographic characteristics and school contexts, though particularly pronounced in rural schools.

Second, among transformational leadership dimensions, idealized influence exerted the strongest influence on retention, followed by inspirational motivation, intellectual stimulation, and individualized consideration. This hierarchy suggested that teachers prioritized ethical, trustworthy leadership and compelling institutional visions over

personalized attention, though all dimensions contributed significantly to retention. Effective retention strategies therefore required comprehensive transformational leadership development rather than narrow focus on single dimensions.

Third, current transformational leadership practices in Luweero District secondary schools operated at moderate levels, indicating substantial improvement potential. School administrators demonstrated some transformational behaviors but inconsistently and incompletely. This gap between actual and optimal leadership practices represented both a challenge and an opportunity for intervention.

Fourth, the moderate teacher retention intentions observed confirmed stakeholder concerns about retention challenges while suggesting interventions could meaningfully improve retention rates. The strong leadership-retention relationship indicated that leadership development represented a viable and potentially cost-effective retention strategy compared to purely compensation-based approaches.

Fifth, contextual factors moderated the leadership-retention relationship, with leadership proving particularly influential in rural schools. This finding suggested that retention interventions should consider local contexts and potentially prioritize rural school leadership development where returns appeared highest.

Finally, while transformational leadership strongly influenced retention, unexplained variance indicated that comprehensive retention strategies required attention to multiple factors including compensation, working conditions, professional development opportunities, and community support. Leadership development should therefore complement rather than substitute for broader systemic improvements.

### **7.0 Recommendations**

Based on the study findings and conclusions, several recommendations addressed different stakeholder levels:

#### **For the Ministry of Education and District Education Officers:**

Leadership development should become a strategic priority in education planning. The Ministry should establish comprehensive training programs focused specifically on transformational leadership competencies for current and aspiring school administrators. These programs should address all four transformational leadership dimensions with particular emphasis on idealized influence and inspirational motivation given their strong retention effects. Training should employ active learning methodologies including case studies, simulations, and mentoring rather than purely didactic approaches.

Selection and promotion criteria for school administrators should explicitly incorporate transformational leadership competencies. Appointment processes should assess candidates' leadership potential through behavioral interviews, leadership assessments, and reference checks focusing on transformational behaviors. This shift would signal that leadership quality constituted a priority and ensure capable leaders guided schools.

The Ministry should develop performance evaluation frameworks that assessed school administrators on transformational leadership practices and teacher retention outcomes. Regular monitoring and feedback would

**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

incentivize leadership improvement and identify schools requiring additional support. High-performing leaders should be recognized and leveraged as mentors for struggling administrators.

**For School Management Boards and Proprietors:**

School boards should prioritize leadership development when allocating resources, recognizing that leadership investments yielded returns through improved retention. Boards should ensure administrators received ongoing professional development opportunities, including workshops, conferences, and peer learning networks focused on leadership excellence.

Boards should create supportive environments enabling transformational leadership. This included providing administrators with sufficient autonomy to make decisions, access to resources for teacher support and recognition, and protection from excessive administrative burdens that diverted attention from leadership responsibilities.

Performance contracts for school administrators should incorporate teacher retention targets alongside academic outcomes, explicitly linking leadership effectiveness to retention metrics. This accountability mechanism would ensure leadership quality received appropriate attention in school management.

**For School Administrators:**

Administrators should consciously develop and consistently demonstrate transformational leadership behaviors. Specific practices included modeling ethical conduct and institutional values, clearly articulating educational visions and connecting them to teachers' daily work, encouraging innovation and creative problem-solving in teaching practice, and providing individualized support addressing teachers' unique professional development needs and personal circumstances.

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**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

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**Received: 12.01.2026**

**Accepted: 18.01.2026**

**Published on: 30.01.2026**

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