

Head Teachers' Transformational Leadership Styles And Teachers' Job Commitment In Selected Primary Schools In Bundibugyo District, Uganda

Muhindo Wilson

Metropolitan International University

Kampala, Uganda

Abstract

The study investigated the relationship between head teachers' transformational leadership styles and teachers' job commitment. A total of one hundred and forty-seven (147) respondents including 7 head teachers and 140 teachers were selected. The research instrument used to collect data for the study was questionnaire and the study used quantitative data analysis technique. Reliability of the instrument was established with the use of pilot study and the value of 0.983 and validity was determined through face and content validity with a CVI value of 0.825. One hundred and forty-seven (147) sets of questionnaire were administered to head teachers and teachers in the seven (7) selected government primary schools in Bundibugyo district. However, ninety (95) sets of questionnaire were returned. Data were analyzed using descriptive statistics and inferential statistics including Pearson correlation coefficients and regression analysis with the aid of Statistical Package for Social Sciences (SPSS). The study showed a significant positive relationship between head teachers' leadership styles and teachers' job commitment. Basing on the findings, the study therefore recommends that there should be transformational leadership behavior leading to higher teacher job commitment.

Keywords: Transformational Leadership, Job Commitment, Head Teacher, Primary School.

Introduction

According to Burns (2008), transformational leadership can be seen when “leaders and followers make each other advance to a higher level of morality and motivation”. He adds that through the strength of their vision and personality. Transformational leadership encompasses several different aspects, including emphasizing intrinsic motivation and positive development of followers, raising awareness of moral standards, high lightening important priorities, fostering higher moral maturity in followers, creating an ethical climate (share values, high ethical standards), encouraging followers to work beyond self-interests to the common good, promoting cooperation and harmony. Using persuasive appeals based on reason, providing individual coaching and mentoring of followers, appealing to the ideas of followers and allowing freedom of choice for followers. Bass & Avolio (2014) defined transformational leadership as the one that transforms people and organizations in their values, goals, standards, needs and ethics.

Since the mid-2010s, the influence of transformational leadership in the educational sector has been the focal point of many research studies. This leadership paradigm has quickly become the most prevalent and widely accepted model of School Leadership because of its emphasis on the fostering and development of organizational members (Marzano *et al.*, 2005). Ross and Gray (2014) argued that the “essence of transformational leadership is dedication to fostering

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

the growth of organizational members and enhancing their commitment by elevating their goals”. Mounting evidence links transformational leadership practices to individuals’ organizational commitment. Koh *et al.* (2010) in their study discovered the influence of transformational leader behavior by school principals relates to organizational citizenship behavior, organizational commitment, and teacher satisfaction with the leader and student academic performance. The findings revealed that transformational leadership did have a significant effect on organizational commitment and teacher satisfaction with their leader. Commitment to the organization, related organizational citizenship behavior, and job satisfaction were significantly greater when the principals were described by the teacher as more transformational. Ross and Gray (2014) found that transformational leadership had direct effects on teacher commitment. Amoroso (2012) found positive effects of transformational leadership behavior on commitment. He discovered that principals’ behaviors of actively leading staff, supporting staff, and challenging staff were significantly correlated to commitment.

They lead through the vision that seeks to transform the organization. It becomes collective vision where subordinates work to realize the vision into reality. In other words, transformational process can be seen through a number of transformational leadership behaviors as: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass and Avolio, 2013). Yukl (2007) states that application of transformational leadership style can improve performance because transformational leadership style wants to develop knowledge and employee’s potential. Leader with transformational leadership provides opportunity and confidence to his subordinates to carry out duties in accordance with his mindset to achieve organizational goals. Butler (2009) states that a transformational leader encourages subordinates to have vision, mission and organization goals, encouraging and motivating to show maximum performance, stimulates subordinates to act critically and to solve problems in new ways and treat employees individually.

Suharto (2005) suggests that more frequent transformational leadership behaviors implemented will bring significant positive effect to improve psychological empowerment quality of subordinates. Transformational leader that gives attention to individuals will be capable to direct vision and mission of organization, providing motivational support, and creating new ways to work effectively.

The difference between these authors is that Bass (2015), extended the work of Burns (2008) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term transformational in place of transforming. Bass added to the initial concept of Burns (2008) to explain how transformational leadership could be measured, as well as how it impacts on followers’ motivation and performance. It is important to note that both of these authors emphasized that transformational leadership is about positive development of followers, raising awareness of moral standards and creating ethical climate among others. This implies that the leader serves as an ideal role model for followers; the leader “walks the talk” and is admired for this. He/she has the ability to inspire and motivate followers, demonstrates genuine concern for needs and feelings of

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

followers and challenges the followers to be innovative and creative. This consequently leads to employee job commitment and hence attainment of organizational goals/objectives.

In view of the discrepancies in the definitions above, the definition of transformation leadership adopted for this study is derived from Burns (2008), Bass (2015) and Bass & Avolio (2014). Transformational leadership is where the leader works with the employees to identify the needed change, creating a vision to guide the change through inspiration, and executing the change tandem with committed members of the group. This definition is considered appropriate because visionary and inspirational leadership leads to self-motivated commitment and innovative employees capable of attaining organizational goals/objectives.

Several theories have been advanced to describe the relationships between leadership styles and job commitment. According to Douglas (1992), transformational leadership is where the managers work to encourage their workers. He adds that leaders assume the best of their employees, believe them to be trusting, respectful, and self-motivated. The leaders help to supply the followers with the tools they need to excel. While Herzberg's (1959) theory postulates that motivation has two independent factors i.e. maintenance (hygiene) factors for example salary, fringe benefits, types of supervision, working environment and conditions; administration policies and motivational factors like achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development. Okumbe (2008), suggests that Herzberg's theory can lead to Teachers' Job Commitment through change in the nature of job as well as through job enrichment and management allowing teachers maximum control over mechanisms of task performance. Head teachers should delegate more responsibilities to teachers in order to enhance participation, joint responsibilities and results. Job descriptions should also be redesigned to ensure that the human resources and potentials are developed to the fullest.

Both propositions suggest that leadership is not a person or position. It's a complex moral relationship between people, based on trust, obligation, commitment, emotion and shared vision of the good. However, they both fail to address the issue of the relationship between head teachers' transformational leadership style and teachers' job commitment in primary schools. In view of the issues raised above the relationship between head teachers' transformational leadership and teachers' job commitment should be characterized by idealized influence, inspirational motivation, individualized considerations and intellectual stimulation in schools as a means of realizing organizational goals.

Munyeka (2014) investigated the Impact of leadership styles on employee organizational commitment in higher learning institutions in selected South African Institutions using a sample of 160 respondents. Munyeka found out that transformational leadership style has a significant and positive relationship with effective and continuance employee commitment. Gitaka (2010) conducted a similar study in Kijiado North District, Kijiado county Kenya and concluded that;-

transformational leadership style positively influences primary school teachers' level of job satisfaction. He also recommended a mentoring program for newly appointed and underperforming serving Head teachers and that such a program may identify mentors from experienced and knowledgeable serving Head

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

teachers with a proven track record of success and thus promote and encourage the use of Transformational Leadership in the School Systems.

Reuben (2014) also conducted a study on leadership styles and teachers' commitment in public primary schools in bomet county-kenya and concluded that transformational leadership is central for successful management of public primary schools. Head teachers should therefore be encouraged to cultivate qualities of both transformational and transactional leadership such as motivation, stimulations, consideration, charismatic skills and social exchange. This will encourage and motivate teachers and possibly improve the performance of the school. According to Evans (2008), Head teachers with consultative and collaborative leadership styles are successful in achieving greater job satisfaction and morale from teaching staff.

Nguni, Slegers and Denessen (2006), also studied the effect of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship in primary schools in Tanzania. They observed that the two leadership styles were distinguished by different ways leaders motivate their followers and appeal to their emotions and values. The teachers rated their followers particularly high on the transformational traits and charismatic leadership, individualized consideration and intellectual stimulation. Hamidifar (2009) found that employees are more satisfied with transformational leadership than any other style. He also revealed that, this type of leadership was not being exercised by the managers. The study concluded that transformational leadership led to better satisfied employees.

A study by Nthuni (2012) on leadership style and factors that influence motivation of pre-school teachers in public pre-schools in Embu north district, revealed that there was need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in pre-schools and improve their working environment by involving them in decision making and in policy formulation in their schools.

Kibue's (2008) study on transformational leadership styles on public primary schools in Kirinyang County revealed that majority of principals and teachers neither understood nor used the transformational leadership style in schools. This style is still a new concept to many. The researcher concluded that there was need for the teachers to be trained and properly inducted on leadership in order to properly manage both human and material resources.

Both studies above support theories of Douglas (1992) and Herzberg's (1959) that believe in motivation of workers through inspiration, job enrichment and management. That is to say, allowing teachers maximum control over mechanism of task performance. However, they fail to explain clearly how Head teachers can employ Transformation Leadership Style to enhance the motivation, morale and Teachers' Job Commitment through a variety of mechanisms. For example, being role model for followers, challenging followers to take greater ownership for their work, showing concern for their needs and feelings, encouraging participation of all the teachers, communicating clearly to the teachers, providing good mentorship to the teachers and also use their positions to help teachers. Also, these studies were not conducted in the primary schools of Bundbuyo district. This study therefore, sets out to address that.

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

Statement of the Problem

Atim (2015) reported that 40% and 15% of teachers in urban and rural schools respectively had schemes of work and approved lesson plans. In addition, the Directorate of Education Standards Report (2022) indicated that, 61% of the teachers in Bundbuyo district primary schools attend to their duties regularly and out of which only 40% report to their duty stations before 8:30am. Unless this trend is drastically reversed, more than 20% of the students who register for PLE will continue failing examinations. Bukenya (2015) ranked primary schools in Bundbuyo district in 2022 PLE results and found they were in the bottom of list. It is also true that unless the head teacher is keen, it may be difficult to realize the goals of the school. A primary school head teacher as a leader plays a strategic role in activating other school organs to function. There is a need to better establish the relationship between head teachers' transformational leadership style and teachers, job commitment in primary schools in Bundbuyo district, Uganda

Objective of the study

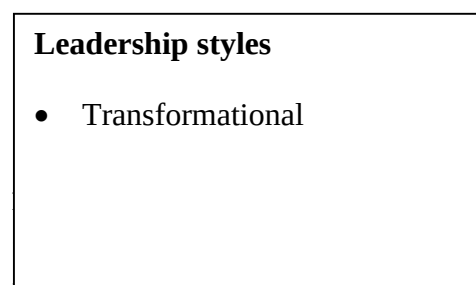
To establish relationship between head teachers' transformational leadership styles and teachers' job commitment.

Research Hypothesis

There is no statistically significant relationship between head teachers' transformational leadership style and teachers' job commitment.

Conceptual Framework

Independent Variable



Dependent Variable

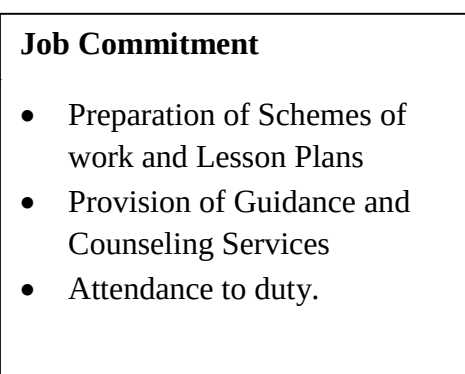


Figure 1 indicates that the head teacher's leadership styles has influence on teachers' job commitment. A head teacher cannot be effective without the cooperation of the teachers behind him/her. Teachers' job commitment and confidence and hence achieve the school goals and objectives. The head teachers' leadership style is transformational

Methodology

Research Design

This study was conducted through descriptive survey and correlational design which involved quantitative method of data collections. Through descriptive survey, the researcher investigated the possible relationship between head teachers' transformational leadership styles and teachers' job commitment in primary schools in Bundbuyo district. That was to investigate the status of relationship without manipulating the variables.

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

Target Population

Borg & Gall (1989) defined the target population as all the members of a real or hypothetical set of people, events or objects a researcher wishes to generalize the results of the research study. This study was conducted in the primary schools of Bundbuyo district, Uganda. Therefore, the target population for this study comprised of all head teachers, and teachers of all the primary schools in Bundbuyo district.

Sample Size and Sampling Procedure

The sample comprised of the head teachers and teachers of selected primary schools in Bundbuyo district. The respondents were composed of 7 head teachers and 140 teachers totaling 147 respondents and were selected because of their unique roles in the primary schools' education system.

This study employed simple random sampling and purposive sampling techniques. Simple sampling is the one in which a researcher selects a sample without bias from the target population. In this study simple random sampling was used to select a representative sample of teachers from the target population.

Table 1: Population size, sample size and sampling procedure

Category	Population size	Sample size	Sampling procedure
Head teachers	7	7	Purposive sampling
Teachers	220	140	Simple random sampling
Total	227	147	

Source: Bundibugyo District Education Office (2024)

Research Instrument

The study used questionnaires tool for collecting data. The selection of this tool was guided by the nature of the data that was collected, and the objectives of this study. The overall aim of the study was to investigate the relationship between the head teachers' transformational leadership style and the teachers' job commitment in primary schools in Bundbuyo district. The researcher was mainly concerned with the views, opinions, perceptions and feelings and attitudes, such information was best collected through the use of questionnaire technique (Bell, 1993, Toulaitos and Compton 1988).

Data Analysis

Data collected was analyzed using quantitative on the basis of the research hypothesis and objectives. Quantitative data was edited before leaving the respondents. The data used was collected using self-administered questionnaire.

Response Rate**Table 2: Return response rate for the questionnaire**

Category of the respondents	Number of questionnaires administered	Number returned	Return rate (%)
Head teachers	7	7	100.0

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

Teachers	140	88	62.9
Total	147	95	64.6

Source: Results of the Analysis (2024)

From Table 2, the sample size was 147 but the number of respondents who returned the filled Questionnaires was 95 giving the overall return rate as 64.6%. The return rate was a clear indication that a good number of respondents participated in the study. This indicates that the results were near accuracy. Amin (2005) argued that a high return rate ensures more accurate survey results. Therefore, the results obtained were representative and were relied on for determining the relationship between the head teachers' leadership styles and teachers' job commitment.

Demographic Data of the Respondents

To understand the nature of the respondents, descriptive statistics was performed based on characteristics of Age, Sex, academic qualification, type of the school, time taken in the school, and marital status. The summary of the characteristics is presented in the Table 3.

Table 3: Demographic Characteristics of Respondents

Age Category	Frequency	Percentage (%)
Below 25	4	4.2
26 – 30 years	10	10.5
31 – 35 years	28	29.5
36 – 40 years	41	43.2
Above 40 years	12	12.6
Gender of the Respondents		
Male	71	74.7
Female	24	25.3
Academic qualification		
Diploma	33	34.7
BA/BSC with PGDE	24	25.3
BED	28	29.5
Masters	5	5.3
Others	5	5.3
Type of school		
Day	75	78.9
Boarding	3	3.2
Day and boarding	17	17.9

Received: 19.12.2024**Accepted: 23.12.2024****Published on: 30.12.2024**

Time taken in school		
Below one year	10	10.5
1-5 years	52	54.7
6-10 years	24	25.3
Above 10 years	9	9.5
Marital Status		
Single	18	18.9
Married	60	63.2
Widowed	8	8.4
divorce/separated	9	9.5

Source: Results of the Analysis (2024)

The results from Table 3 show that majority of the respondents were males 71, making 74.7% compared to 24 female respondents accounting for 25.3%. This fact tends to suggest that men are more in teaching profession than women. Strangely, greatest number of the respondents belonged to the age group of 36-40 years making about 43.2%. This was followed by the age category of 36- 40 years making 29.5%. It is conclusive that on average, it implied that all categories of respondents participated in the study that is, the young and the old however; the adults were more than either the young or even the elderly in the education sector.

Considering educational level of the respondents, the majority of the respondents 33(34.7%) were diploma holders, 28(29.5%) were BED holders, 24 (25.3%) were BA/BSC with PGDE, 5 (5.3%) had master and other qualifications. The un-evenly education level posits that the respondents were knowledgeable enough to give factual information.

Most of the respondents were from day schools accounting for 78.9% while the minority of the participants was from boarding schools. This implies that the biggest number of schools are day schools and both day and boarding.

The majority of the respondents 52 (54.7%) had been with the experience between 1-5 years. While 24 (25.3%) had been therefore 6-10 years, 10 (10.5%) had been for less than one year while the least for over 10 years implying that all information got from them was correct. From the results it can be noted that more participants were from mixed schools accounting for 97.9% and girls' schools accounting for 2.1%. The respondents were majorly responsible married family members (63.2%). This collaborates with earlier report that majority of the respondents were aged above 25 years. As is true, normally rural population of majority age will always settle as responsible families. Generally, the reflection in the characteristics appears normal rural setting.

Descriptive Analysis

The descriptive analysis of the items involved in this study is presented under the three objectives as specified in chapter one:

Received: 19.12.2024**Accepted: 23.12.2024****Published on: 30.12.2024**

Table 4: My leader often helps me to develop my strengths

Opinion	Frequency	Percentage (%)
Strongly agree	24	25.3
Agree	58	61.1
Not sure	8	8.4
Disagree	3	3.2
Strongly disagree	2	2.0
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 4 reveal that majority (86.4%) of the respondents were in agreement that leaders often help in developing their strengths while 5.2% were in disagreement and 8.4% were undecided. This implies that Head teachers help in developing teachers' strengths at schools.

Table 5: My leader pays me special attention to achieve my needs

Opinion	Frequency	Percent
STRONGLY AGREE	26	27.4
AGREE	49	51.6
NOT SURE	9	9.4
DISAGREE	5	5.3
STRONGLY DISAGREE	6	6.3
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 5 show that majority (79.0%) of the respondents were in agreement that leaders pay special attention to achieve their needs while 11.6% were in disagreement and 9.4% were undecided. This implies that head teachers' pay special attention to Teachers in order to achieve their needs at Schools.

Table 6: My leader acts as a mentor to enable myself-actualize

Opinion	Frequency	Percent
STRONGLY AGREE	27	28.4
AGREE	45	47.4
NOT SURE	11	11.6
DISAGREE	8	8.4
STRONGLY DISAGREE	4	4.2
Total	95	100.0

Source: Results of the Analysis (2024)**Received: 19.12.2024****Accepted: 23.12.2024****Published on: 30.12.2024**

The results in Table 6 show that majority (75.8%) of the respondents were in agreement that leaders act as mentors to enable them actualize their goals while 12.6% were in disagreement and 11.6% were undecided. This implies that Head teachers mentor teachers to enable them actualize their goals at schools.

Table 7: My leader spends time teaching and coaching me

Opinion	Frequency	Percent
STRONGLY AGREE	24	25.3
AGREE	46	48.4
NOT SURE	10	10.5
DISAGREE	10	10.5
STRONGLY DISAGREE	5	5.3
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 7 show that majority (73.7%) of the respondents were in agreement that leaders spend time teaching and coaching them while 15.8% were in disagreement and 10.5% were undecided. This implies that Head teachers spend time teaching and coaching their teachers at schools.

Table 8: My leader suggests new way to me how to complete assignments

Opinion	Frequency	Percent
STRONGLY AGREE	18	18.9
AGREE	63	66.3
NOT SURE	11	11.6
DISAGREE	0	0.0
STRONGLY DISAGREE	3	3.2
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 8 show that majority (85.2%) of the respondents were in agreement that leaders suggest new way on how to complete assignments while 3.2% were in disagreement and 11.6% were undecided. This implies that Head teachers suggest new way to their Teachers on how to complete assignments.

Table 9: My leader challenges my ideas to get new way to solving old problems

Opinion	Frequency	Percent
STRONGLY AGREE	19	20.0

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

AGREE	38	40.0
NOT SURE	15	15.8
DISAGREE	18	18.9
STRONGLY DISAGREE	5	5.3
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 9 show that simple majority (60.0%) of the respondents were in agreement that leaders challenge their ideas to get new way to solving old problems while 24.2% were in disagreement and 15.8% were undecided. This implies that head teachers challenge their Teachers' ideas to get new way to solving old problems.

Table 10: My leader can use different perspectives to problems solving

Opinion	Frequency	Percent
STRONGLY AGREE	23	24.2
AGREE	41	43.2
NOT SURE	13	13.7
DISAGREE	16	16.8
STRONGLY DISAGREE	2	2.1
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 10 show that simple majority (67.4%) of the respondents were in agreement that leaders can use different perspectives to problems solving while 18.9% were in disagreement and 13.7% were undecided. This implies that head teachers can use different perspectives to problems solving.

Table 11: My leader can appropriately re-examine critical assumptions to question

Opinion	Frequency	Percent
STRONGLY AGREE	34	35.8
AGREE	30	31.6
NOT SURE	11	11.6
DISAGREE	13	13.6
STRONGLY DISAGREE	7	7.4
Total	95	100.0

Source: Results of the Analysis (2024)

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

The results in Table 11 show that simple majority (67.4%) of the respondents were in agreement that leaders can appropriately re-examine critical assumptions to question while 21.0% were in disagreement and 11.6% were undecided. This implies that head teachers can appropriately re-examine critical assumptions to question when relating with their Teachers.

Table 12: My leader promises and confides me to achieve goals

Opinion	Frequency	Percent
STRONGLY AGREE	17	17.9
AGREE	60	63.2
NOT SURE	11	11.5
DISAGREE	5	5.3
STRONGLY DISAGREE	2	2.1
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 12 show that majority (81.1%) of the respondents were in agreement that leaders promise and confide in them to achieve their goals while 7.4% were in disagreement and 11.5% were undecided. This implies that Head teachers promise and confide in Teachers to achieve their goals.

Table 13: My leader inspires me to achieve my shared vision

Opinion	Frequency	Percent
STRONGLY AGREE	16	16.8
AGREE	52	54.7
NOT SURE	12	12.6
DISAGREE	7	7.4
STRONGLY DISAGREE	8	8.5
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 13 show that majority (71.5%) of the respondents were in agreement that leaders inspire them to achieve their shared vision while 15.9% were in disagreement and 12.6% were undecided. This implies that Head teachers inspire their Teachers to achieve shared vision.

Table 13: My leader expounds a compelling vision of the future to me

Opinion	Frequency	Percent
STRONGLY AGREE	27	28.4
AGREE	57	60.0
NOT SURE	6	6.3
DISAGREE	0	0.0
STRONGLY DISAGREE	5	5.3
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 13 show that majority (88.4%) of the respondents were in agreement that leaders expound a compelling vision of the future to them while 5.3% were in disagreement and 6.3% were undecided. This implies that Head teachers expound a compelling vision of the future to their Teachers.

Table 14: My leader often optimistically talks about the future to me

Opinion	Frequency	Percent
STRONGLY AGREE	18	18.9
AGREE	63	66.3
NOT SURE	8	8.4
DISAGREE	3	3.2
STRONGLY DISAGREE	3	3.2
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 14 show that majority (85.2%) of the respondents were in agreement that leaders often optimistically talk about the future to them while 6.4% were in disagreement and 8.4% were undecided. This implies that Head teachers often optimistically talk about the future of their Teachers.

Table 15: I can trust my leader

Opinion	Frequency	Percent
STRONGLY AGREE	16	16.8

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

AGREE	55	57.9
NOT SURE	13	13.7
DISAGREE	8	8.4
STRONGLY DISAGREE	3	3.2
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 15 show that majority (74.7%) of the respondents was in agreement that they can trust their leaders while 11.6% were in disagreement and 13.7% were undecided. This implies that Teachers can trust their Head teachers.

Table 16: My leader is good role model for me

Opinion	Frequency	Percent
STRONGLY AGREE	18	18.9
AGREE	63	66.3
NOT SURE	6	6.3
DISAGREE	5	5.3
STRONGLY DISAGREE	3	3.2
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 16 show that majority (85.2%) of the respondents were in agreement that their leaders are good role model for them while 8.5% were in disagreement and 6.3% were undecided. This implies that Head teachers are good role model to their Teachers.

Table 17: My leader uses his/her acts to build my respect

Opinion	Frequency	Percent
STRONGLY AGREE	28	29.5
AGREE	42	44.2
NOT SURE	9	9.5
DISAGREE	8	8.4
STRONGLY DISAGREE	8	8.4
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 17 show that majority (73.7%) of the respondents were in agreement that their leaders are good role model for them while 16.8% were in disagreement and 9.5% were undecided. This implies that Head teachers are good role model to their Teachers.

Table 18: My leader talks to me about his/her most important values and beliefs

Opinion	Frequency	Percent
STRONGLY AGREE	21	22.1
AGREE	52	54.7
NOT SURE	12	12.6
DISAGREE	7	7.4
STRONGLY DISAGREE	3	3.2
Total	95	100.0

Source: Results of the Analysis (2024)

The results in Table 18 show that majority (76.8%) of the respondents were in agreement that leaders talk to them about their most important values and beliefs while 10.6% were in disagreement and 12.6% were undecided. This implies that Head teachers talks to their Teachers about most important values and beliefs.

Inferential Analysis

It is always important to perform preliminary analysis before a final correlation analysis to assess fitness of the data (Pallant, 2007). The preliminary analysis performed includes scatter plot which provides an idea of the nature of the relationship that exists between variables. The scatter plot also provides insight if there is violation of the assumptions of linearity and homoscedasticity. It enables identification of outliers and distribution of the data to assess normality. For this study, scatter plot of leadership styles and teachers' job commitment was performed and the results presented in Figure 2. It preliminarily indicates that there is a positive liner relationship between leadership style (LS) and teacher's job commitment (TJC) as it was possible to fit a straight-line.

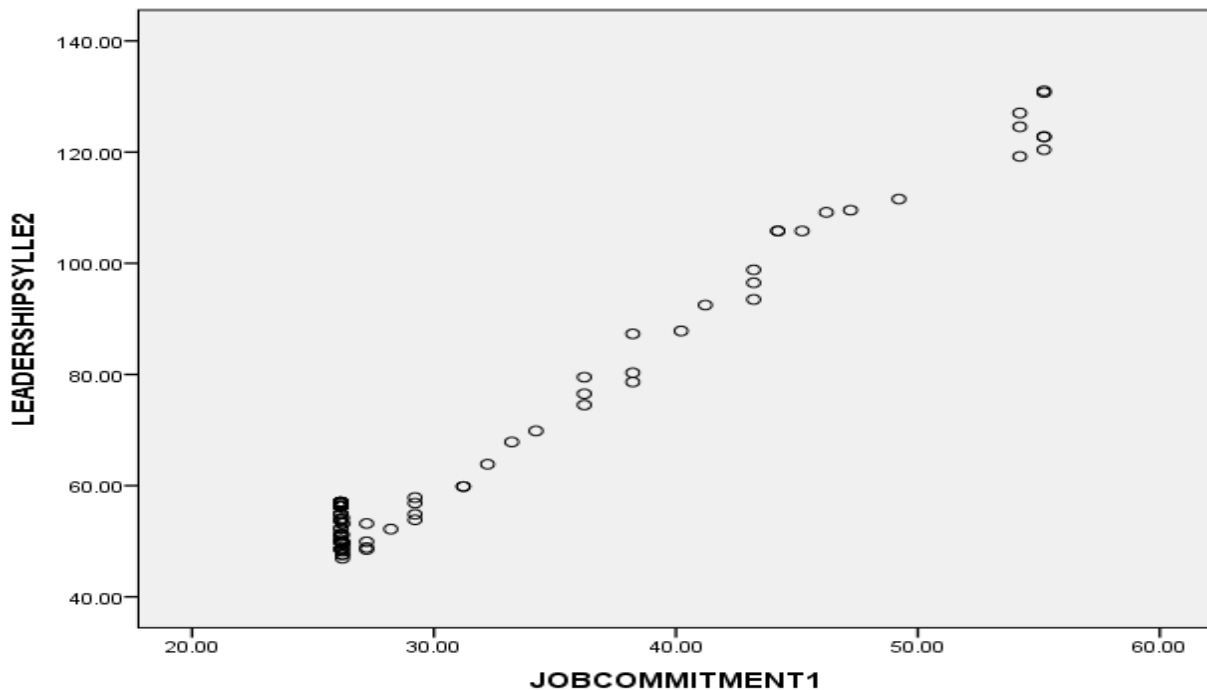


Figure 2: Scatter Plot showing data distribution of leadership styles (LS) by teachers' job commitment (TJC)
Correlation Analysis

The objectives of the study were basically to establish the relationship among the study variables. The objectives included: The study aims at examining the influence of Leadership styles (LS); to analyze the relationship between Head teachers' transformational leadership style and teachers' job commitment in primary schools; and to establish the relationship between Head teachers' transactional leadership style and teachers' job commitment in primary schools; to assess the relationship between Head teachers' laissez faire leadership style and teachers' job commitment in primary schools.

Table 19: Pearson's Product-moment Correlations between Leadership Styles (LS), Transformational leadership styles (TLS), Transactional leadership styles (TRLS), and Laissez faire leadership styles (LFLS) and teachers' job commitment (TJC).

	TJC	TLS	TRLS	LFLS	LS
TJC	1.000				
TLS	.901	1.000			
TRLS	.928	.713	1.000		

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

LFLS	.910	.966	.739	1.000	.
LS	.987	.939	.910	.938	1.000

Source: Results of the Analysis (2024)

From Table 19, the relationship between Leadership Styles (LS) (as measured by its subscales of TLS, TRLS, and LFLS), and teachers' job commitment (TJC) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity homoscedasticity. To judge the strength threshold provided for by Cohen (1988) was used. Accordingly, when $r = .10$ to $.29$, the relationship is weak; when it is between $r = .30$ to $.49$, it is median; and if it is $r = .50$ to 1.0 large (strong).

The results further indicate that all the relationships investigated are strong and positive as all of them are above $.5$ ($p \text{ value} < .05$). For the case of general objective (i.e. the relationship between LS and TJC, there was strong positive relation found between the variables ($r = .987^{**}$, $p < .01$). There was also a strong relationship between TLS and TJC ($r = .901^{**}$, $p < .01$); and other relationships include: TRLS and TJC ($.928^{**}$, $p < .01$) and LFLS and TJC ($r = .910^{**}$, $p < .01$).

Discussion of Findings

The results show a significant positive relationship between Head teachers' transformational leadership styles and teachers' job commitment. ($r = .901$, $P\text{-value} < 0.01$). This means that Head teachers' transformational leadership styles positively influences teachers' job commitment. When the head teachers adopt to transformational leadership styles, there will be an improvement in teachers' job commitment because the essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals as recognized by Ross and Gray (2014) and Amoroso (2012) who pointed out that Mounting evidence links transformational leadership practices to individuals' organizational commitment. Koh *et al.* (2010) in their study discovered the influence of transformational leader behaviour by school principals relates to organizational citizenship behaviour, organizational commitment, teacher satisfaction with the leader and student academic performance. The findings revealed that transformational leadership did have a significant effect on organizational commitment and teacher satisfaction with their leader. Commitment to the organization, related organizational citizenship behaviour, and job satisfaction were significantly greater when the principals were described by the teacher as more transformational. Ross and Gray (2014) found that transformational leadership had direct effects on teacher commitment. Amoroso (2012) found positive effects of transformational leadership behaviour on commitment. He discovered that principals' behaviours of actively leading staff, supporting staff, and challenging staff were significantly correlated to commitment.

Conclusions

The study concluded that, there is a significant positive relationship between Head teachers' 'Transformational Leadership Style and Teachers' Job Commitment in Primary Schools in Bundbuyo district. Transformational Leadership Style has a significant strong positive effect on Teachers' Job Commitment. There are many aspects related to Transformational Leadership Styles of the Head teachers expressed by Teachers that positively impact on their performance. Head teachers help in developing the strength of teachers; mentor teachers to enable them actualize the school goals and spend time teaching and coaching Teachers. They also inspire teachers to achieve shared visions and act as good role models for the teachers.

Recommendation

Basing on the summary of findings and the conclusions arrived at from this study, the following recommendation was made for the school leaders and other stakeholders involved in school leadership and management:

Head teachers should make use of aspects of Transformational Leadership Style to positively influence Teachers' Job Commitment in Primary Schools in Bundbuyo district. The Head teacher should specifically help in developing the strength of teachers; mentor teachers to enable them actualize the goals at school and also devote time in teaching and coaching teachers. They should also inspire teachers to achieve shared visions and acting as good role models for teachers to emulate.

References

- Adeyemi T.O. (2013) Head teachers Leadership styles and Teachers' Job satisfaction in primary schools in Ekiti state Nigeria, Ekiti state university.
- Amoroso, P. F. (2012). *The impact of transformational leadership behaviors on teacher commitment and teacher job satisfaction*. Unpublished doctoral dissertation, Seton Hall University, South Orange: NJ.
- Avolio, B. J., Waldman, D. A., & Einstein, W. O. (1988). Transformational leadership in a management game Simulation. *Group & Organization Studies*, 13(1):59-80.
- Bass and Avolio B.J (2014). Multifactor leadership Questionnaire. Manual and sampler set. 3rd Mid Garden Inc. 2014 PP 54-57
- Bass B.M. (2008). Transformational, Leadership, industrial, military and Educational impact, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Bass, B.M. (2015). Leadership and performance beyond expectations, New York, Free Press
- Bass, B.M (2009). Two decades of research and development in transformational leadership. *European Journal of work and Organizational psychology*.
- Bass, B.M (2010). Transformational leadership: New York: Lawrence Erlbaum Associates.
- Butler, John K. et. al. 2009. Transformation Leadership, Upward Trust and Satisfaction in Self-managed Work Teams", *Organization Development Journal*, Vol. 17, p. 13-16.

Received: 19.12.2024

Accepted: 23.12.2024

Published on: 30.12.2024

- Cohen L and Manion, L, (2008 Research methods in Education. (3rded.)London:Routledge.
- Crosby, B and Bryson (2009), Leadership for Global citizenship Building Transactional community California:Sage Publication inc.
- Day, C. (2009). Beyond transformational leadership. *Educational Leadership*, 57(7), 56-59.
- Elliott, B., & Crosswell, L. (2010). Commitment to teaching Australia perspective to the interplays of the professional and the personal in teachers' lives. *Paper presented at the International Symposium on Teacher commitment at the European Conference on Educational Research*, Little, France.
- Kibue A.W (2008). Transformational Leadership Management of Public Primary Schools in Kirinyaga District. Unpublished M.Ed Project. Nairobi Kenyatta University.
- Koh, W. L., Steers, R. M., &Terbong, J. R. (2010). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16(4), 319-333.
- Kumar, R. (2015). Research methodology: a step-by-step guide for beginners. New Delhi: Sage Publications Limited
- Kumer R. (2012), practice and problems of Principals leadership style and teachers job performance in primary schools of Ethiopia.
- Model and Taxonomy of behaviors. *School Leadership and Management*; Vol.27.No.2.pp179-201.
- Mugenda O.M & Mugenda. A.G (2013) Research Methods: Quantitative and Qualitative Approach. Nairobi ACTS Press.
- NguniS.Slegers,P. Denessen, E.(2006). Transformational and Transactional Leadership Effects on Teachers' Job Satisfaction, Organizational Commitment and Organizational Citizenship Behavior in Primary Schools. The Tanzanian case, *School Effectiveness and School Improvement*, 17(2), 145-177.
- Northouse, P. G. (2014). Leadership: Theory and Practice. (3rd ed.). California: Sage Publications, Inc. *International Journal of Business and Management Invention* ISSN (Online): 2319 – 8028, ISSN (Print): 2319 – 801X www.ijbmi.org Volume 2 Issue 12| December. 2013| PP.50-58 www.ijbmi.org 50 | Page
- Peter AdokoObicci (2015). Effects of ethical leadership on employee performance in Uganda Net Journal of Business Management Vol. 3(1), pp. 1-12.
- Ross, J. A., & Gray, P. (2014). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective efficacy. *Paper presented at the annual meeting of the American Educational Research Association*, San Diego.
- Sundi, K. (2013): Effect of Transformational Leadership and Transactional Leadership on Employee Performance of Konawe Education Department at Southeast Sulawesi Province