

**MEDIATING EFFECT OF TEACHER COMMITMENT ON THE RELATIONSHIP
BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHER
PERFORMANCE IN SECONDARY SCHOOLS -
BUGIRI DISTRICT**


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Declaration

I, Patrick Opwonya, do hereby declare to the Senate of Kyambogo University this research report titled “Mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance” as my original dissertation and to the best of my understanding has never been submitted to any university nor higher institution of learning for any academic award.

Signature 

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Date 

Approval

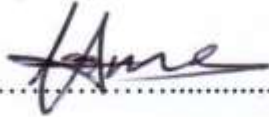
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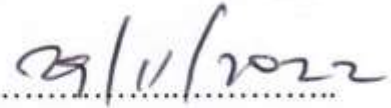
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Date

Dedication

I dedicate this work to my beloved father, K. Y. A. O. Ocen, my wife Catherine Namai, to my cherished children Patience Achieng, Violet Alda Kica, Dawn Steacy Bilonyo, Angel Elisha Aleng and Favour Opwonya, and to my dear sisters and brothers for their support and encouraging words all through my studies.

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List of Abbreviations and Acronyms

MLQ:	Multi factor Leadership Questionnaire
MoE&S:	Ministry of Education and Sports
OCQ:	Organizational Commitment Questionnaire
TCEO:	Teachers Organizational Commitment in Educational
UCE:	Uganda Certificate Education
UNEB:	Uganda Examinations Board

Abstract

Leadership styles used by school head teachers are unquestionably a crucial element in ascertaining teacher commitment. Besides, teacher commitment is closely associated to various teacher constructs that contribute to school effectiveness. As such, the main purpose of this research was to examine mediating effect of teacher commitment on relationship between transformational leadership and teacher performance in secondary schools in Bugiri district. The study used Transformational Leadership Theory developed by Bass and Riggio (2006) and correlational research design to conduct the study. The total participant for the study consisted of 332 teachers as well as head teachers of secondary schools in Bugiri District. The study used stratified random sampling technique to select a sample size of 196 respondents from the target population. The study used quantitative methods in data collection by administering closed-ended questionnaires, designed with a five-point Likert scale. Pearson's product moment correlation coefficient and regression analysis statistical tools were used to test the hypotheses using the SPSS 16.0 package for data analysis. The results revealed that teacher commitment had a partial mediating effect in the relationship between transformational leadership and teacher performance. The main conclusion drawn from the findings of study is that there is a partial mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. Based on the findings of the study, the researcher recommends that head teachers need to consider adopting transformational leadership style as a way of improving teacher commitments and in turn increasing teacher performance levels in their schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The idea of leadership has probably occupied the mind of humankind since pre-historic eras, with different humanities advancing their own perceptions of leadership (Bass, 2008). This study investigates mediating effects of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district. This chapter explores the background, problem statement, purpose of the study and objectives of the study. Research questions, research hypotheses and study scope and significance of the study are also presented in this chapter.

1.1 Background to the Study

The concept and context of leadership, teacher performance and teacher commitment has evolved over time with various scholars using different theories and models to investigate the variables. This section presents the historical, theoretical, conceptual and contextual perspectives for the study

1.1.1 Historical Perspective

In the context of Uganda, teacher performance and commitment have fluctuated over time. Before independence, teacher performance and commitment were moderately high. This was because teachers were highly motivated through good pay and job satisfaction (Ssekamwa & Lugumba, 1986 as cited in Kuloba, 2010). However, after independence, teacher performance deteriorated. This was due to the fact that many white teachers had gone back to Europe and the few teachers who remained behind were paid poorly and this negatively affected their

performance. Worse still, the expulsion of the Indian teachers in the 1970s caused a serious shortage in the number of teachers (Kuloba, 2010).

To-date; teacher performance in Uganda has remained low, as manifested in the poor performance of learners in Uganda Certificate of Education (UCE) examinations, in spite of the government's effort to improve teacher's working conditions. Indeed, several studies like that of Ouma (2007) and Nampa (2007) have revealed low teacher performance in many districts in Uganda. This is bound to negatively impact on the quality of education in the country if no attention is paid to and therefore teacher performance should be taken seriously.

Several people attribute the current low teacher performance to a number of factors that include; poor school leadership, low teacher commitment and morale among others. Teacher commitment affects teacher's physical, social and mental well-being, is an influential factor on school effectiveness and has an impact on job-related behaviors such as teacher job performance, absenteeism and staff turnover (Ware & Kitsantas, 2011). Despite the importance of teacher commitment and teacher performance, no national study has been conducted in Uganda to date to capture the level of teacher commitment and teacher performance. The study therefore wanted to address this gap, for secondary schools particularly in Bugiri district.

1.1.2 Theoretical Perspective

The study used Transformational Leadership Theory developed by Bass and Riggio (2006) as the main theory to guide the study and Social Identity Theory (SIT) proposed by Tajfel and Turner (1979) to supplement Transformational Leadership Theory. Transformational Leadership Theory has been used in many study areas including: banking sector (Riaz, Akram, & Ijaz, 2011), Farmers' Associations (Chou, 2013), and education (Jackson, Meyer &

Wang 2013, Jovanovic, & Ciric, 2016). Overwhelmingly, findings from all studies support transformational leadership as being beneficial to organizations, leaders, and followers.

Bass and Riggio (2006) describe transformational leadership as leadership style that promotes positive development and performance of followers beyond expectations through four major approaches namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. As applied to this study, this theory holds that the researcher would expect transformational leadership to influence teacher performance because through these four constructs (individualized consideration, intellectual stimulation, inspirational motivation and idealized influence), head teachers boost their teacher's sense of self-worth. This sense of self-worth motivates and develops teacher commitment to specific performance goals (Bass & Riggio, 2006; Jackson, Meyer, & Wang 2013). This teacher commitment in turn leads to higher teacher performance (Givens, 2008).

1.1.3 Conceptual Perspective

The dependent variable in this study was teacher performance. The world book encyclopedia (1994) describes teacher performance as duties performed by teachers inside and outside the classroom. Teacher performance is also perceived as the duties performed by teachers at a particular period in the school system in achieving organizational goals (Obilade, 1999, as cited in Selamat., Samsu., & Kamalu, 2013). As applied in this study, teacher performance refers to the execution of formal and informal duties by a teacher both inside and outside classroom.

According to Borman and Motowidlo (1997), performance consists of two dimensions; task performance and contextual performance. Task performance refers to work behaviors that are stipulated by a formal job description while contextual performance refers to voluntarily

motivated work behaviors that go beyond prescribed job roles but contribute to the psychological and social contexts around the job (Borman & Motowidlo, 1997; Harrison, Newman, & Roth, 2006).

The independent variable is transformational leadership. Transformational leadership refers to the leadership style which occurs when a leader works together with subordinates in such a way that both the leader and followers raise one another's levels of motivation, performance, and morals (Bass & Riggio 2006). Transformational leadership proponents such as Bass and Riggio (2006) describe transformational leadership as a new paradigm of leadership and argue that transformational leadership is composed of four components listed as inspirational motivation idealized influence, intellectual stimulation, and individualized consideration.

Where inspirational motivation refers to the leader's determination to inspire, involve and motivate those around them in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. While, Idealized Influence refers to as fulfilling the desires of other people as opposed to fulfilling your own desires, shunning the use of power for own benefits, exhibiting high ethical standards, and setting challenging goals for your followers. Whereas, Intellectual Stimulation is the leader's constant endeavors to arouse his subordinates' innovativeness and creativity, encouragement to followers to query assumptions and to reframe challenges and approach them in new and appropriate ways. Whilst, individualized consideration refers to the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. It was proposed that these transformational leadership dimensions affect the normal performance of teachers.

While the mediating variable is teacher commitment, Oxford dictionaries (2014) defines commitment as a high level of attachment to an organization, activity or person. As for this study, teacher commitment is referred to as the level of attachment towards the school organization, to the teaching profession and to student that a teacher has in order to improve learners' and school's performance. Dannetta (2002) places teacher commitment into three broad categories commitment to the organization, commitment to the teaching profession, and commitment to student learning.

According to Dannetta (2002) commitment to organization refers to believing and accepting the organizational goals and values, being ready to put a significant amount of effort into the organization, and willing and desiring to stay with the organization. Commitment to the teaching profession, the second dimension of teacher commitment, refers to teacher's devotion for his occupation Dannetta (2002). While the final dimension, teacher commitment to students, is teacher's devotion to student's behavior and learning Dannetta (2002). Park (2007) describes the main element of teacher commitment to students as the teacher feeling devoted and responsible for student learning and their behavior.

1.1.4 Contextual Perspective

School leadership involves influencing the activities of the school towards goal setting and goal attainment (Leithwood, & Sun, 2012). Effective school leadership model entails creating attractive and enabling working conditions in order to create and develop a team of committed teachers willing to perform to the expectation of the school.

Despite numerous attempts by different stakeholders, to improve teacher performance and commitment through school leadership, poor teacher performance is still witnessed in Uganda. For example, for Uganda, Halsey (2015) put teacher school absence rate at 27%, teacher class

absence rate at 56% and teacher class attendance rate at 2 hours 55 minutes as compared to the official time of 7 hours 20 minutes, as of 2014, this was the worst in East Africa. The lack of commitment manifestation brings about negative behaviors among teachers such as loss of temper and abusing students physically and mentally; for instance, caning, slapping, kicking, rebuking using harsh words, and embarrassing the students in front of other students. The issue should not be ignored and it is the head teacher's responsibility to direct the teachers to the right path and motivate them so that they become quality teachers who will contribute towards the betterment of the school. Therefore, could transformational leadership model influence the teacher level of commitment and teacher performance?

According to Hallinger and Heck (2010), failure to attain teacher commitment will result in huge problems to school administrators and leaders. This called for stakeholders to address leadership, teacher commitment and teacher performance issues in order to create attractive and enabling working conditions suitable to create and develop committed teachers willing to perform to the expectations of the schools. If these issues were ignored, the performance of schools and learners in Bugiri would be at stake.

1.2 Statement of the Problem

Effective teacher performance involves, display of basic competences and skills to educational methodology; adequate preparation of materials; prepare adequate amount of written and practical exercises for teaching effectively; prompt assessment of learners and provision of adequate and appropriate feedback to the learner (The Education Service Act, 2002). In addition good teacher performance dictates that the teachers should devote adequate time to their duties, not engage in activities that adversely affect the quality of their teaching, not engage in private activities where they are expected to teach or supervise learning and other

curricular activities, and to conduct their lessons effectively and teach without discriminating against any learner in their class regardless of the learner's tribe, gender, place of origin, race nor religion (The Education Service Act, 2002), some of these actually reflect teacher commitment.

However, teacher performance and commitment in Bugiri district and Busoga region as a whole are generally low. Teachers seem to demonstrate low mastery of work tasks and produce low quality standard of work in terms of inadequate lesson preparation. Also, teachers do not carry out contextual activities like guidance counseling that are not formally part of their job; are neither helping and cooperating with others; following school rules and procedures; nor endorsing, supporting and defending school objectives as expected of them. Poor teacher performance is reflected in teacher indiscipline, turn over and attrition, poor performance of students in national examinations, high repetition of classes and absenteeism among others. For instance, Ministry of Education and Sports (MoE&S, 2016) reported that 2,620 students repeated classes in Busoga Region, 344 from Bugiri district alone; this was the second highest among all regions in Uganda (MoE&S, 2016). The same report also indicates that 530 teachers were dismissed, 502 resigned, 734 left for reasons not known, while 300 left for non-teaching posts all totaling to 2066 nationwide (MoE&S, 2016). If the low teacher performance is left unattended to, the quality of secondary education in Bugiri district would be at stake.

Head teacher leadership ineffectiveness is believed to be among the causes of the problem of poor teacher performance via teacher commitment in the district. The suggestion that head teacher' leadership styles in Bugiri district secondary schools is negatively affecting teacher commitment and hence teacher performance therefore motivated the study.

1.3 Purpose of the Study

The purpose of this research was to establish the mediating effects of teacher commitment on the relationship between head teacher's transformational leadership and teacher performance in secondary schools in Bugiri district.

1.4 Research Objectives

The objectives of the study were to;

- (i.) Examine the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district.
- (ii.) Determine the relationship between transformational leadership and teacher commitment in secondary schools in Bugiri district.
- (iii.) Establish the relationship between teacher commitment and teacher performance in secondary schools in Bugiri district.
- (iv.) Assess the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district.

1.5 Research Hypotheses

The study was guided by the following alternative hypotheses;

- H₁1: There is a statistically significant relationship between transformational leadership and teacher performance in secondary schools in Bugiri district.
- H₁2: There is a statistically significant relationship between transformational leadership and teacher commitment in secondary schools in Bugiri district.
- H₁3: There is a statistically significant relationship between teacher commitment and teacher performance in secondary schools in Bugiri district.

H₁₄: There is a statistically significant mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district.

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in seventeen (17) secondary schools in Bugiri district, using a sample of 196 respondents. Bugiri district was chosen because it was one of the poor performing districts in UCE examinations (UNEB). Bugiri district is located in eastern Uganda, bordering with Namutumba and Buteleja districts in the north, Tororo and Busia districts in the east, Namayingo district in the south, and Mayuge and Iganga districts in the west.

1.6.2 Content Scope

This study focused on Bass and Riggio's theory and four dimensions of transformational leadership, Danna's model and three dimensions of teacher commitment and Borman and Motowidlo's model and two dimensions of job performance. The aim was to determine how teacher commitment mediates the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district. The research did not however include an analysis of the performance of the head teachers, teachers and students in the different secondary schools nor did it examine the performance of the various secondary schools in the district.

1.6.3 Time Scope

The study data was collected, analyzed and interpreted between June and August 2019; this was the time when the respondents were available for data collection. While reporting and

submission of the findings was done between August and September 2019, line with the researcher's study program.

1.7 Significance of the Study

This study on the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance contributes significantly towards the management of strategic change in educational institutions; provide academia with knowledge and a basis for future studies on transformational leadership, teacher commitment and teacher performance. Specifically, the study will be of importance in three areas, that is, policy, practice and extension of knowledge.

With regards to policy, the study provides a baseline for policy formulation, implementation and monitoring in the area of transformational leadership, teacher commitment and performance in schools, hence the outcome of this research may be used by education stake holders especially policy makers and implementers to study deeply the existing educational policy guidelines in Uganda and make changes where necessary.

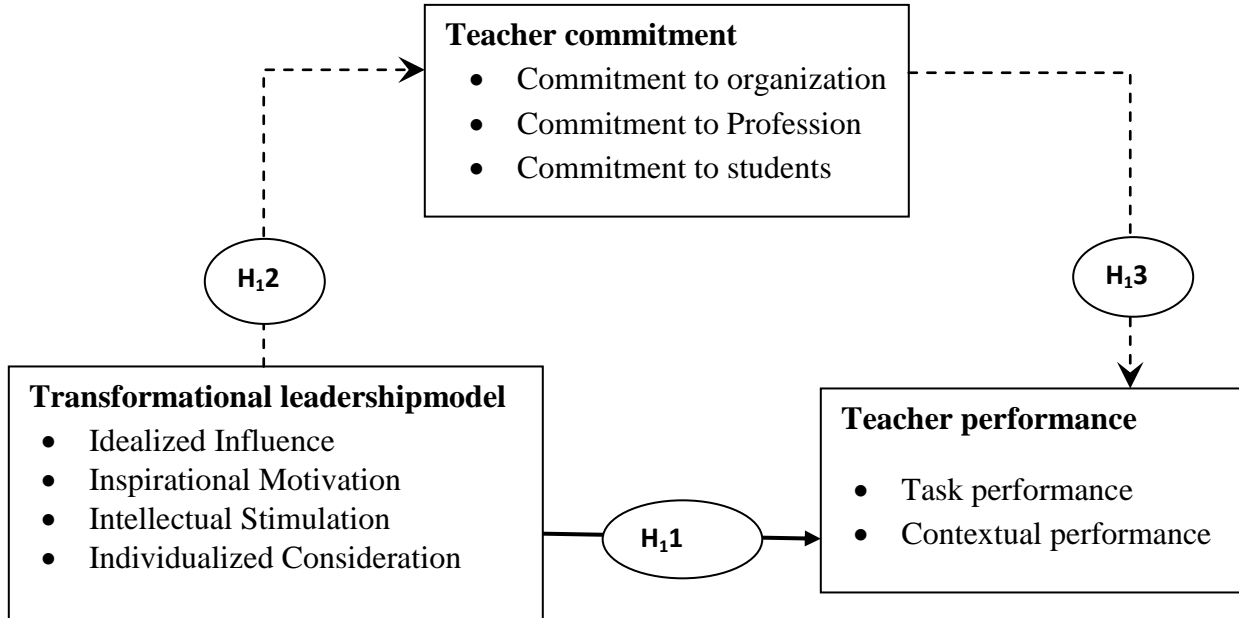
As for practices in education, the study provides to the community solutions for improvement in teacher performance and commitment and consequently improvement in the performance of both the learners and educational system in their communities. Also, the study enables teachers appreciate the value of their commitment and performance towards uplifting the achievements of their learners. In addition, the findings of the study inform stakeholders such as not for profit organizations in education sector on how a transition between leaderships in schools can lower or increase commitment and performances in schools. The information gathered from this study in addition guides the head teachers to improve their management skills when dealing with teachers, students and other stakeholders it enables an understanding

of the impact of head teacher's leadership practices and their effectiveness on enhancing teacher performance and commitment.

While with regards to the academia, that is, as far as extension of knowledge is concerned, this study bridges the knowledge gap and provides perspectives, suggestions and additional directions for future theory building and research. The study complements the existing literature in the fields of transformational leadership, teacher commitment and teacher performance in schools and sets a ground for further research to those interested in studying transformational leadership, teacher commitment and teacher performance variables so as to fill gaps that have been created herein.

1.8 Conceptual Framework

The independent variable for this study was transformational leadership the dependent variable is teacher performance while the mediating variable is teacher commitment. The framework highlights the need for transformational leadership in school management as a specific dimension that would enhance teacher performance. This relationship is represented in Figure 1.1.



Source: Adopted from Yeh and Hong (2012) and modified by the researcher.

Figure 1.1:

Mediating Effect of Teacher Commitment on the relationship between Transformational Leadership and Teacher Performance

The framework portrays that transformational leadership directly affects teacher performance. The framework also portrays that the relationship between transformational and teacher performance is mediated by teacher commitment.

However, it is known that not only teacher commitment mediates the influence of transformational leadership on teacher performance in secondary schools, but other constructs like teacher job satisfaction, self-efficacy and trust in the leadership are also believed to mediate the relationship.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter focuses on theoretical review and review of related literature on the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. The chapter reviews literature on the dimensions of transformational leadership, teacher performance and teacher commitment; influence of transformational leadership on teacher performance; the relationship between transformational leadership and teacher commitment; the influence of teacher commitment on teacher performance and the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. The chapter also presents the research gaps and a summary of the reviewed literature.

2.1 Literature Survey

Literature review enables a researcher to develop a clear understanding of the research topic; establish what has already been researched on the topic and identify gaps, which the researcher's own study can fill. The literature reviewed in this chapter is related to the mediating effect of teacher commitment on the relationship between head teacher's transformational leadership and teacher performance. Literature reviewed includes monographs, journal articles, conferences reports and empirical study reports. Most of the sources have been accessed from the Internet.

Related literature on Uganda, Africa and indeed the developing countries is limited, hence the many references to the United Kingdom, United States of America, Arab and other countries.

This is particularly the case with empirical studies. This is not surprising as the area of transformational leadership and teacher commitment are fairly new areas particularly in Uganda.

2.2 Theoretical Review

Theoretical literature review was done based on Transformational Leadership Theory, teacher performance and teacher commitment as reviewed in the sub-sections that follow.

2.2.1.1 Transformational Leadership Theory

Leadership theories that underpin leadership studies include; Charismatic leadership model, Transactional leadership model, Bureaucratic leadership model, Behavioral leadership models and, Contingency-based models. However, Bass (2008) notes that leadership in the twenty first century is no longer based on nature, behavior and certain situations but based on the leader's ability to emphasize comprehensive change or transformations in organizations. Bass (2008) suggests that the current era involves transformational leadership and transactional leadership styles. Therefore, basing on this suggestion I used transformational leadership theory developed by Bass and Riggio (2006) to guide the research.

Transformational Leadership Theory (TLT) was first advanced by Burns (1978) and later augmented by Bass (1985, 1998), Avolio and Bass (2004b), Bass and Riggio (2006) and other scholars. The major premise of Transformational Leadership Theory is that it promotes development and performance of followers beyond expectations (Avolio & Bass, 2004b; Bass & Riggio, 2006). Transformational leadership is when two or more persons engage with one another in such that leaders and followers raise one another to a higher level of morality, motivation and performance (Avolio & Bass, 2004b; Bass & Riggio, 2006).

According to Bass and Riggio (2006) transformational leaders use four behaviors differently to influence followers. They use inspirational motivation to develop and articulate a common vision and high expectations that are motivating, inspiring, and challenging. While, through idealized influence, transformational leaders serve as a role model and act in ways that are consistent with articulated visions. The leaders also solicit their followers' suggestions and ideas by intellectually stimulating their followers to challenge existing assumptions. And finally, through individualized consideration behavior, transformational leaders attend to the needs of their followers and treat each follower as unique individual thereby fostering feelings of trust and satisfaction with the leaders. Therefore, through these four transformational leadership behaviors, transformational leaders motivate teachers and enhance their commitment. High teacher commitment in turn compels teachers to perform at higher levels. Hence, teacher commitment partially mediates relationships between transformational leadership and teacher performance.

Unlike transformational leadership style, transactional leadership style emphasizes transactions between leaders and their subordinates (Avolio & Bass 2004b). Avolio and Bass (2004b) suggest transactional leadership consist of two aspects, namely contingent reward and exception management. Contingent reward is an aspect whereby transactional leaders make agreement on what subordinate ought do and promise reward for goals achieved. On the other hand exception management is where these leaders monitor any deviations from set standards and take corrective actions against such deviations. Transactional leaders use rewards and punishments to get results from followers and ignore the more complex emotional and social contextual factors.

Transactional leadership styles often affect teacher performance either positively or negatively depending on teacher's assessment of the head teacher's moves. Positive effects may occur when teachers positively assess transactional leadership while negative effects will occur when teachers negatively assess transactional leaders. For instance, when they consider a leader as one who cannot be trusted because he never keeps his promises, is dishonest or not transparent. Therefore, this leadership model may not be the most appealing leadership strategy in terms of building relationships and developing a highly motivating work environment, and hence was not worthy for this study. Thus, the researcher adopted Transformational Leadership Theory developed by Bass and Riggio (2006) to guide the current study.

2.2.1.2 Social Identity Theory

Social Identity Theory (SIT) arose from the early work of Henri Tajfel and John Turner who formulated the theory in the 1970s. Social Identity Theory explains the cognitive processes related to social identity and how social identity may influence intergroup thinking and actions. Social Identity Theory assumes that people with different interpersonal behaviors form different social identities and as such individuals in a group will be motivated to strive to achieve and preserve their positive self-distinctiveness (Tajfel, & Turner, 1979; Tajfel & Turner, 1986). The importance of this theory is that it greatly influences how teachers see themselves and how they interact with the school community as well as the society in which they live.

Social Identity Theory is built on three key cognitive components; social categorization, social identification and social comparisons (Vinny, 2021). Social categorization is when individuals organize themselves into social groups for example drug abusers, political organization group,

teachers or athletes in order to understand their social world (Vinny, 2021). Social identification is when individuals identify with the group members of a particular group for instance, teachers identify as members of the teaching profession. And identifying with a particular group like the teaching profession enables the teacher to think and act in the way that they believe members in the teaching profession must think and behave. For example, when a person identifies with the teaching profession they may try to plan and prepare for lessons adequately whenever possible. Through this, teachers become emotionally committed to their teaching profession and hence their self-esteem is impacted by the status of their group. While social comparison is when people compare their groups with other groups in terms of prestige and social status for example teachers in a school may compare themselves with other teachers in another school (in-group comparison). When teachers identify with a school, they commit most of their time to the school work and are regular at school and hence try to perform to the expectations of the school.

As applied to this study, Social Identity Theory postulates that teachers would wish to maintain a positive identity by maintaining their favorable professional social responsibilities, which make them committed to the profession, school and students and hence affecting their performance (Chi, 2015). In using Social Identity Theory, I explored how teacher commitment to school, commitment to the teaching profession and commitment to students affect performance of teachers in secondary schools.

2.2.2 Teacher Performance

The World Book Encyclopedia (1994) describes teacher performance in terms of the duties performed by teachers both inside and outside the classroom. Teacher performance is also perceived as those duties performed by teachers at particular periods in the school system in

achieving school goals (Obilade, 1999, as cited in Selamat., Samsu., & Kamalu 2013). As applied in this study, teacher performance refers to the execution of formal and informal duties by a teacher both inside and outside classroom.

Research has indicated that job performance is a multi-dimensional construct consisting of several dimensions. For example, according to Motowidlo and Van Scotter (1994) and Borman and Motowidlo (1997), job performance is a multi-dimensional construct consisting of two dimensions namely task performance and contextual performance.

Task performance is work behaviors that are stipulated by a formal job description, especially through issuance of appointment letters (Borman & Motowidlo, 1997; Harrison, Newman, & Roth, 2006). As for Borman and Motowidlo (1997) task performance dimensions included task quality, efficiency, and problem solving. Task quality refers to displaying a mastery of work tasks; demonstrating accuracy in own work; paying attention to work details and avoiding mistakes and errors; producing high standard work. Efficiency refers to using resources effectively and operating in a cost-effective manner; using time well and meeting deadlines under any circumstance and consistently producing large amounts of work. Problem solving on the other hand refers to making good decisions when faced with problems or obstacles; accurately analyzing situations or problems and determining the correct course of action given the information available and successfully solving problems by making informed decisions.

Contextual performance on the other hand is voluntarily motivated work behaviors that go beyond prescribed duties and responsibilities but contribute to psychological and social contexts around one's job (Borman & Motowidlo, 1997). Borman and Motowidlo (1997) classified contextual performance into five dimensions namely, persisting with enthusiasm

and extra effort as necessary to complete own task activities successfully, volunteering to carry out task activities that are not formally part of own job, helping and cooperating with others, following organizational rules and procedures, and endorsing, supporting, and defending organizational objectives. This study adopted Borman and Motowidlo's performance model (1997) and specifically the study measured teacher performance in terms of task performance and contextual performance.

2.2.3 Teacher Commitment

According to Yukl (2010), commitment is the level of a person's involvement in an organization. While, Hoy and Sabo as cited in Ibrahim, Ghavifekr, Ling, Siraj, and Azeez (2013) define teacher commitment as teachers' behaviours that are focused on helping students progress both intellectually and socially through hard work to ensure students' success. Oxford dictionaries (2014) define a commitment as a high level of attachment to an organization, activity or person. For the purpose this research, teacher commitment means the level of affection towards the school organization, teaching profession, and student that a teacher possesses in order to improve learners' performance.

To this end and as suggested by Dannetta's Model (2002) and Leithwood and Jantzi (2006) teacher commitment can therefore be placed into three wide dimensions. These are commitment to the school, commitment to the teaching profession, and commitment to student respectively. According to Dannetta (2002) commitment to school refers to believing in and accepting the goals and values of a school, being ready to put significant amount of effort into the school, and willing and desiring to stay with the school. Commitment to school is shown by teacher sense of loyalty to a school as a workplace and identification with school values and goals (Dannetta 2002).

The second dimension of teacher commitment, commitment to the teaching profession, refers to teacher's level of devotion for his occupation (Dannetta 2002). Commitment to the teaching profession is also generally referred to as the degree to which a teacher has a positive, affective attachment to their work. Alternatively, teacher commitment to profession may be defined as teacher attitude towards their profession or occupation. It is reflected through a teacher's willingness to exert effort in providing effective teaching, showing greater enthusiasm in teaching the subject matter, and willingness to devote extra time to teaching. According to Park (2005) this dimension is about job satisfaction and identifying oneself as a teacher and member of the teaching profession. In fact, teacher commitment to teaching plays a paramount role in defining how long teachers remain in the teaching profession. In addition, teacher commitment to profession is important because it enables individual teachers develop the needed skills and relationships to have a successful career regardless of the school within which he or she is employed.

While the final dimension, that is, teacher commitment to students is amount of teacher's devotion to student's behavior and learning (Dannetta 2002). Teacher commitment to students learning involves teacher dedication to help students learn regardless of academic difficulties or social background (Dannetta, 2002). Park (2007) argues that this dimension is like a commitment to clients and includes being ready to help his or her students and feeling responsible for students' learning processes and students' school life. Teachers who are positively committed to their students will engage with their students, work harder to make classroom activities more meaningful and introduce new ways of learning and teaching.

However, some studies suggest that there are multiple dimensions of teacher commitment. For example, Bogler (2002) operationalized teacher commitment into two dimensions

commitment to organization and commitment to profession. Whereas Powell and Meyer (2004) classified commitment into three discrete components affective commitment, continuance commitment and normative commitment, Thien, Razak, and Ramayah (2014) proposed that teacher commitment is a multidimensional construct consisting of four underlying dimensions listed as commitment to students, commitment to teaching, commitment to school and commitment to profession.

The current study adopted three dimensions of teacher commitment developed by Dannetta (2002) to guide it and as a foundation of developing a survey of teacher commitment questionnaire. Particularly, the study measured teacher commitment in terms of commitment to school, commitment to teaching profession and commitment to student's learning.

2.3 Review of related Literature

2.3.1 Transformational Leadership and Teacher Performance

Transformational leadership theory suggests that transformational leaders motivate individuals to achieve higher levels of performance for example, they motivate followers to work for the good of the group by increasing social identification thereby inspiring followers to engage in altruistic behaviors and to commit themselves to their jobs and to organizations (Bass & Riggio, 2006), by working extra hours and promoting organizational public images (Bass & Avolio, 2004b). Furthermore, transformational leaders are believed to influence followers to engage in contextual performance by serving as role models who are willing to sacrifice their own interests for the good of the team and by augmenting a sense of team spirit and cohesion. Different scholars have investigated the relationships between transformational leadership and teacher performance. For example, Kheirandish (2014) conducted a quantitative study aimed at investigating the relationship between transformational leadership and teacher performance

improvement in Ahwaz education of regain one boy high schools using descriptive correlational research design and 148 Boys high schools' employees. The finding showed that there was a positive relationship between transformational leadership and teacher performance improvement in Ahwaz education of regain one boy high schools. The study concluded that there was relationship between transformational leadership and teacher performance improvement in Ahwaz education of regain one boy high schools. Kheirandish (2014) highlights that the more the leader uses transformational leadership, the more the performance improvement among teachers. This implies that in order to improve teacher performance, transformational leaders should act as role models for teachers, set clear vision for them, inspire them to question the existing situation and consider them individually.

Consistently, Mahiga (2017) conducted a study on transformational leadership and the role of organizational commitment in public primary and secondary schools in Tanzania using 202 respondents. His findings showed a positive relationship between transformation leadership and teacher performance in public primary and secondary schools in Tanzania. Another study by Andriani, Kesumawati and Kristiawan (2018) to determine the influence of transformational leadership style and motivation on teacher performance using correlational research design and a population of 193 teachers of SMK Negeri showed that both transformational leadership style and motivation have a positive influence on teacher performance. These researchers noted that transformational leadership is absolutely necessary in the organization of work, because leadership styles of headmasters affect teacher performance.

Considering the empirical evidences above, it is apparent that there is relationship between transformational leadership and employee performance. Thus, the researcher expected that

transformational leadership is positively related to teacher performance in secondary schools in Bugiri and drew the first hypothesis, H₁1.

H₁1: There is a statistically significant relationship between transformational leadership and teacher performance.

2.3.2 Transformational Leadership and Teacher Commitment

Leadership and teacher commitment have to be given emphasis as important components towards school success. This is because in a school, leadership is the most central and effective factor required to enhance staff commitment towards effective teacher performance.

There are a number of studies that have related transformational leadership and teacher commitment. For instance, research conducted by Selamat, Samsu, & Kamalu (2013) to examine the relationship of perceived transformational leadership behavior and organizational commitment by 186 secondary school teachers in the district of Klang revealed that there was a positive and strong linear relationship between transformational leadership behavior and organizational commitment.

Ibrahim et al (2013) also conducted a study to investigate the impact of transformational leadership on teachers' commitment towards organization, to teaching profession, and to students' learning using quantitative survey method and a sample of 1,014 trained teachers serving in secondary schools in Sarawak. Their study revealed a significant relationship between transformational leadership and teachers' commitment to school organization and to teaching profession, but not to students' learning. The results of their study suggested the need for school leaders' training and development so that leaders could acquire and adopt the effective transformational leadership qualities that are very crucial in changing teachers' attitudes and improving teachers' commitment towards the teaching profession.

Also, Feizi, Ebrahimi and Beheshti (2014) surveyed relationship between transformational leadership and teacher organizational commitment in Germi secondary school between the year 2011 and 2012 using 400 teachers from the secondary school. Their regression analysis results show that transformational leadership is a predictor variable of commitment. This result suggested that the more leaders use transformational leadership style, the more the committed the staff will be. Likewise, a study by Raman, Mey, Don, Daud and Khalid (2015) to identify the relationship between principals' transformational leadership style and secondary school teachers' commitment in the southern zone of Sungai Petani district in Kedah using 235 teachers randomly selected from 10 schools in the southern zone of Sungai Petani district, Kedah showed that there was a significant relationship between principals' transformational leadership and teachers' commitment. Raman et al. (2015) concluded that there is a relationship between principals' transformational leadership style and secondary school teachers' commitment in the southern zone of Sungai Petani district. Their study suggests that there is a relationship between transformational leadership and teacher commitment in secondary schools in Bugiri District.

In the same way, a study by Malela (2016) to examine the influence of head teacher transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya using descriptive survey design and a sample of 25 head teachers and 169 teachers revealed that there was a significant and positive relationship between head teacher transformational leadership style and teachers' job commitment. Based on the findings, the study concluded that transformational leadership had a strongly positive relationship with teacher commitment on job. Meanwhile, a study by Mensah and Amponsah (2016) to investigate the relationship between head teachers' leadership styles and their

teachers' commitment employing cross sectional survey design and 254 head teachers and their teachers from public basic schools in Ekumfi district, Ghana revealed a weak but significant positive relationship between transformational leadership and overall teacher commitment.

Another survey study conducted by Ibrahim, Mokhtar, Ali and Simin (2017) to determine the level of school principal transformational leadership with the Religious secondary school and teacher commitment on school organizational using a total of 217 respondents and both descriptive and inferential statistics showed that both transformational leadership and teachers' commitment were at high levels. The study concluded that transformational leadership can enhance teacher commitment and loyalty to the school. The study suggested that principals should apply values to the teacher by instilling positive values for teachers to help build their sense of responsibility (Ibrahim et al; 2017).

However, a study conducted by Obbo, Olema, and Atibuni (2017) aimed at investigating how head teacher leadership styles impact on teacher organizational commitment in secondary schools in Tororo municipality, using a cross-sectional survey and 178 teachers, revealed insignificant effect of all the leadership styles on overall organizational commitment, and its dimensions. However, laissez faire leadership style significantly specifically affected affective component of commitment, while transformational leadership had a negative but significant impact on affective commitment.

Although considerable research has been conducted to determine the association between different leadership styles and employee commitments very little considerations has been provided to the effect of transformational leadership style on teachers' commitment in secondary schools while some findings contradict one another.

H₁₂: There is a significant relationship between transformational leadership dimensions and teacher commitment.

2.3.3 Teacher Commitment and Teacher Performance

The outcomes of employee commitment are improved work performance and reduced teacher turnover and absenteeism, increased retention rate, and decreased plan to search for alternative employer. According to Delima (2015) the professional commitment of secondary school teachers has significant bearing to their performance in teaching-learning process. At school level, teacher commitment is backed by research as one of the influential variables on school effectiveness, teacher satisfaction, and teacher retention (Billingsley, 2004); teacher performance (Yeh & Hong, 2012; Folorunso, Adewale & Abodunde, 2014); and teacher ability to innovate and to integrate new ideas into their own practices (Park, 2007); as well as future success of education system. Therefore, due to the significance of teacher commitment on learners' educational outcomes, a better understanding of its relationship with teacher performance was needed.

Some empirical studies have associated teacher commitment with employee performance while others have disclaimed this relationship. For instance, Yeh and Hong (2012) sought to explore the mediating effect of organizational commitment on the relationship between leadership type and job performance of employees of a Taiwanese shoes subsidiary in China. The results from the survey study of 420 the employees showed that organizational commitment positively and significantly affected job performance. Yeh and Hong (2012) suggested that as employees develop organizational commitment, their productivity will increase and so is job performance.

Consistent with the above studies, Folorunso et al (2014) examined the effect of organizational commitment on employees' performance among academic staff of Oyo state tertiary institutions in Nigeria using 197 participants from the pay roll list of two institutions. The results showed that dimensions of organizational commitment conjointly and independently influenced employees performances among academic staff of Oyo state tertiary institutions.

Contrary with the above studies, a cross-sectional survey study done by Nabukenya (2010) aimed at examining the influence of teachers' professionalism on teacher performance in Busiro County secondary schools, Wakiso District revealed that teacher commitment does not have a significant relationship with teacher performance. The study found that majority of teachers especially those in government and denominational private schools are committed to their work while those in for profit- making schools are less committed and this greatly impacts on their performance. The study concluded that teacher commitment and teacher performance were not significantly correlated. Likewise, Gamage and Raveendran (2019) conducted a survey study examining how employee organizational commitment mediates the relationship between transformational leadership style and employee performance in divisional secretariats Jaffna district using a total of 287 employees. Their conclusions reveal that organizational commitment has no influence on employee performance.

The above studies though similar revealed inconsistency results and used different methodologies. This study therefore sought to investigate the relationship between teacher commitment and teacher performance in secondary schools in Bugiri using correlational research design. Thus hypothesis, H₁₃. was proposed.

H₁₃: There is a statistically significant relationship between teacher commitment and teacher performance.

2.3.4 The mediating effect of teacher commitment on the relationship between Transformational Leadership and Teacher Performance

Gamage and Raveendran (2019) examined mediating effects of organizational commitment on the association between transformational leadership and employees' job performance in Jaffna district using 287 sampled employees. In their research they assessed leadership styles using MLQ rater form 5-X, rated employees' performance using performance scale, and evaluated commitment using Organizational Commitment Questionnaire (OCQ). The results of their analyses revealed positive impact of transformational leadership on job performance as well as on commitment. They also found that organizational commitment has no mediating effect on the association between transformational leadership and job performance. They also revealed that organizational commitment had no influence on employee job performance. They recommended that leaders pay more attention to their leadership style as a way to improve their subordinates' performance.

Contrary to the above findings, Thamrin (2012) conducted a study to analyze the influence of transformational leadership and organizational commitment on job satisfaction and employee performance, using 105 employees of shipping companies in Jakarta, Indonesia who had worked for at least 5 years. The data analysis technique used in his study was Structural Equation Model (SEM). The results showed that: transformational leadership had a positive significant influence on organizational commitment; transformational leadership had a positive significant influence on employees' performance, organizational commitment has a

positive significant influence on employees' performance, and organizational commitment mediates the relationship between transformational leadership and employee performance.

Likewise, Yeh and Hong (2012) sought to explore the mediating effect of organizational commitment on the relationship between leadership type and job performance of employees of a Taiwanese shoes subsidiary in China. The results from the survey study of 420 the employees showed that; leadership type positively and significantly affects job performance, leadership type positively and significantly affects organizational commitment, organizational commitment positively and significantly affects job performance, and organizational commitment has a partial mediating effect on the relationship between leadership type and job performance.

Harmonious to Yeh and Hong (2012), Almutairi (2015) conducted a study purposely aiming at examining any mediating effect of commitment on the relationship between transformational leadership style and medical workers' performance among 227 Saudi female nurses in hospitals located in Riyadh using a descriptive and correlational research design. They found out that transformational leadership style was positively correlated with job performance. They also reported a positive relationship between transformational leadership style and organizational commitment as well as a positive and significant correlation between organizational commitment and job performance. The findings also revealed that organizational commitment mediates relationships between transformational leadership style and employee performance.

Last but not least, Sapta, Supartha, Riana, and Subudi (2016) conducted a study to explore the role of organizational commitment on mediating the relationship between leadership and Tri Hita Karana culture with subak performance in Bali using surveillance design with 90 people

purposive sampled, questionnaire data collection and Partial Least Square (PLS) data analysis technique. The result of the study showed that good implementation of leadership values and Tri Hita Karana culture can increase subak performance in Bali province directly or through the mediation of organizational commitment.

Therefore, the idea that employee commitment mediates the relationship between transformational leadership and employee performance appears to be more substantiated, but much less is known as to whether teacher commitment mediates relationships between transformational leadership and teacher performances in secondary schools. This research therefore sought to fill existing literature gaps by examining the mediating influence of teacher commitments on the relationship between transformational leadership and secondary school teacher performance in Bugiri district. Thus hypothesis, H₁₄, was proposed.

H₁₄: There is a significant mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance.

2.4 Summary of reviewed Literature and Research Gaps

While there were many studies conducted to assess the impact of leadership models on employee performance in Uganda, for example Kuloba (2010), the findings fell short of identifying clearly how transformational leadership model influenced teacher performance in secondary schools in Uganda. Transformational leadership style was linked positively to commitment in different sectors and considerable studies have been done to determine the relationship between leadership styles and job commitment (Ibrahim et al; 2017; Gamage & Raveendran, 2019), but small attention has been paid to the effect of transformational leadership style on teacher commitment especially in secondary schools. Different studies tried to investigate the influence of teacher commitment on teacher performance but, there is

still little information on how precisely teacher commitment influences teacher performance in secondary schools.

In order for school leaders, particularly head teachers to solicit teacher commitment towards improved teacher job performance, the three constructs, that is, transformational leadership model, teacher performance and teacher performance needed to be clearly understood and aligned. Although a few studies like that of Yeh and Hong (2012) and that of Thamrin (2012) and Almutairi (2016) tried to examine how organizational commitment mediates the relationships between leadership and job performance, little is clearly known about any mediating effect of teacher commitment on the relationships between transformational leadership and teacher performance. Therefore, this study is an addition to the currently limited pool of literature on transformational leadership, teacher performance and teacher commitment, particularly in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the various sub-sections that constitute the methodology of the study that was adopted by the researcher in executing the study along with the justification behind them. It contains the research design, study population, size and sampling techniques. It also contains data collection methods, quality control, procedure of data collection and data analysis techniques. Study limitation and delimitation as well as ethical considerations are also included.

3.1 Research Design

Research design is a set of procedures used for data collection and analysis in a manner that aims to obtain value with research purpose and objectives (Kombo & Tromp 2006). This research adopted correlational research design and quantitative research approach.

Correlational as research design is a non-experimental research where the researcher endeavors to compute two or more variables and evaluates the relationships between them with very little if any effort to control extraneous variables (Creswell, 2013). The choice of correlational research was made because the researcher is interested in reporting patterns, relationships and trends between the variables as they existed on the ground and the researcher could not manipulate the study variables (Creswell, 2013). Correlational research was chosen basing on the fact that it would allow me to examine the relationship between transformational leadership and teacher performance, determine the relationship between transformational leadership and teacher commitment, investigate the relationship between teacher commitment

and teacher performance and assess any mediating effect of teacher commitments on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri.

3.2 Study Population, Sample Size and Sampling Technique

Table3.1:

Illustrates target population, sample size, proportion and sampling technique for each of the study population.

Category	Target Population	Sample Size	Sample (%)	Proportion Sampling Techniques
Teachers	313	179	57.2	Simple random
Head teachers	19	17	89.5	Purposive
Total	332	196	59.0	

Source: Survey data

3.2.1 Target Population

Target population is the total group of population units from which the sample is to be drawn. The total population for this research consisted of a total of 332 respondents, chosen from teachers and head teachers from 19 secondary schools as seen in Table3.1. This participants were selected as a useful source information with regards to the study variables, because they were in leadership and or, experienced and able to respond to study questions on transformational leadership and teacher performance (Taherdoost, 2016).

3.2.2 Sample Size

The sample size for the research was 196 participants (teachers and head teachers) and 17 secondary schools from Bugiri district. This sample size was selected because it is

representative of the target population and to ensure generalizability of the findings (Taherdoost, 2016).

The sample size was determined from Gill, Johnson and Clark (2010) sample size table, using sampling error formula basing on 0.05 confidence interval (margin of error), at a 95% confidence level (scientifically acceptable degree of accuracy) and the proportion of respondents as suggested by Taherdoost (2016). Gill et al; (2010) sample size table uses sampling error formula for determining size of a sample based on the proportion that the sample will be evenly divided on a question, sampling error, and confidence interval. Gill et al; (2010) sample size table was used because it is suitable for determining sample size for quantitative study (Taherdoost, 2016).

3.2.3 Sampling Technique

Stratified random sampling technique followed by simple random sampling and purposive sampling techniques were used to select the respondents for the study the reason behind this is to ensure that both the teachers and head teachers are adequately represented. Stratified sampling is where the population is divided into strata or sub-groups and a sample is taken from each of the sub-groups. Stratified random sampling technique was used to group the respondent population into two sub-groups, head teachers and teachers.

Simple random sampling was then employed to select the teachers while purposive sampling technique was used to select the head teachers for the study. The reason for using random sampling was to ensure that every teacher has an equal probability of inclusion in sample and to avoid bias. While purposive sampling was used to select the head teachers because they are directly in management positions and hence are knowledgeable about the study variables. Also, as noted by Marshall and Rossman (2010) valuable information is gained from people

selected on the basis of the positions they hold in administrative realms of their institutions. Therefore, the need for in-depth data in the study demanded that the head teachers be purposively sampled.

3.3 Data Collection and Research Instruments

The study used mixed method research data collection method, which draws primarily on both primary and secondary methods of gathering information and data. Data was collected from both secondary and primary sources to establish the existing level of the study variables and identify the key literature gaps.

I used questionnaire method specifically closed-ended questionnaires as a research instrument to collect primary data (raw data) from the field. A questionnaire is a carefully designed form consisting of interrelated questions (statements) prepared by the researcher about the research problem under investigation, based on the study objectives of (Creswell, 2013). While secondary data collection method involved reading published and unpublished literature and government official documents. Secondary sources helped me substantiate raw data enabled me to gain insight in my area of study and beef up my discussions (Creswell, 2013).

The main data collection instrument in this study was closed-ended questionnaires developed basing on the study objectives and the conceptual framework. Questionnaires were used because they allowed for confidentiality and collection of a lot of data quickly with a large number of respondents. In addition, questionnaires did not call for close supervision, were cheap and allowed participants to fill them at a time convenient to them (Creswell, 2013). The researcher collected quantitative data from all respondents (teachers and head teachers) using closed-ended questionnaires.

I adopted, modified and used Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2004) to solicit data on transformational leadership practices. In the MLQ questionnaire, I included the four factors that describe transformational leader style. These factors are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Celep's (2000) Teacher's Organizational Commitment in Educational Organizations (TCEO) questionnaire was also adopted, modified and utilized to measure the construct of teacher commitment. The TCEO has been selected because it proves to be valid and reliable (Kean & Piaw, 2017). As for teachers' performance, the 16-item scale of Citizenship Performance Survey (CPS) instrument by Motowidlo and Van Scotter's (1994) was adopted, modified and used to assess teacher performance. Transformational leadership was measured with four sub-scales namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration all of which consisted of 6 items. Likewise, teacher performance was measured with two sub-scales task performance and contextual performance. Both task performance and contextual performance consisted of 6 items each. Whereas, teacher commitment was measured using three sub-scales: commitment to school mission, commitment to the teaching profession and commitment to students. Commitment to school mission consisted of 6 items, commitment to teaching profession consisted of 6 items while commitment to students consisted of 4 items.

The researcher used the Likert scale of 1-5, for all the three variables, whereby, 1 represents not at all through to 5 which represents frequently if not always for transformational leadership while 1 represents strongly disagree through to 5 which represents strongly agree for both teacher commitment and teacher performance.

3.4 Quality Control of Research Instruments

The research tools, three-part questionnaire, were pre-tested in two secondary schools using a total of 36 respondents (2 head teachers and 34 teachers) that were not selected for the final study but within Bugiri district. The transformational leadership subscales consisted of 24 items, the teacher performance subscales consisted of 12 items, and the teacher commitment subscales consisted of 16 items. Pre-testing was done with the aim of establishing reliability as well as content validity of the tool and also to improve questionnaire formats (Chua, 2013).

3.4.3 Reliability

To examine the internal consistency of the instruments, the researcher used statistical package of social sciences (SPSS) version 16 software to help find the Cronbach's Alpha Coefficient and the results are presented in Table 3.2.

Table 3.2:

Table showing Reliability Statistics

	Cronbach's Alpha	N of Items
Transformational Leadership	.858	24
Teacher Performance	.728	12
Teacher Commitment	.792	16

The results of the pre-test revealed that the Cronbach's Alpha for transformational leadership was 0.86 for teacher performance was 0.73, while for teacher commitment was 0.79, all the variables had alpha values of more than 0.7; which indicated a significant degree of internal consistency. All items that return a Cronbach's alpha coefficient of 0.7 or more are considered acceptable and hence reliable (Chua, 2013).

3.4.4 Validity

To ensure validity, the researcher used experts including the supervisors as suggested by Kane (2013) to assess the items in the questionnaires. The experts examined the items and decided what the specific item is intended to measure. The researcher then used statistical package for social sciences (SPSS) version 16 software to help find the inter-judge coefficient of validity for each of the items in the instruments. Researcher also computed the content validity Index (CVI) for each item in the instrument as rated by two the experts in order to determine how valid the study instruments were using the formula;

$$CVI = \frac{\text{Number of items rated relevant by all judges}}{\text{Total number of items in the instrument}}$$

The CVI for the questionnaire on transformational leadership was 0.83 ($CVI = \frac{20}{24}$), for teacher commitment was 0.88 ($CVI = \frac{14}{16}$), while for teacher performance was 0.92 ($CVI = \frac{11}{12}$). All the CVIs were above 0.7 and hence the questionnaires were considered valid (Chua, 2013).

3.5 Data Analysis

Data analysis is a process of examining all collected data in a survey and making appropriate deductions and inferences (Kombo & Tromp 2006). It involves scrutinizing acquired information and searching for patterns of relationships that exist among data groups acquired (Kombo & Tromp, 2006). The researcher employed both descriptive and inferential statistical analyses to present, analyze and interpret the collected data using statistical package of social sciences (SPSS) 16.0, to analyze the quantitative data.

Descriptive statistics, specifically, frequencies and percentages were used to present, analyze and interpret the demographic profile of the respondents. I presented analyzed data using tables for easy visualization and references. Also, according to American Psychological

Association (APA, 2010) tables are preferred to figures because they convey more information in a simple form. While inferential statistical analysis, specifically, Pearson's correlation coefficient statistical analysis and regression statistical analysis were used to analyze the research hypotheses H₁1, H₁2, H₁3 and H₁4. Pearson's correlation analysis was used to present, analyze and interpret research hypotheses H₁1, H₁2 and H₁3. The significance level (*p*-value) was tested at 0.05. Pearson's correlation is used on assumption that the two variables are measured on an interval, ratio or nominal scale and there is a linear relationship between the two variables (Hair, Black, Babin, Anderson & Tatham, 2010). Regression analysis was used to present, analyze and interpret research hypothesis H₁4 and the significance level (*p*-value) was tested at 0.05. Stepwise regression analysis was used following the assumptions suggested by Baron and Kenny (1986) and Krull and MacKinnon (2001).

According to Baron and Kenny (1986) and Krull and MacKinnon (2001), mediation effects exists between variables if the following four conditions are fulfilled: first, if the independent variable, that is, transformational leadership influences the mediating variable, that is, teacher commitment in the first regression equation; second, if the independent variable that is transformational leadership influences the dependent variable, teacher performance, in the second equation; third, if there is a relationship between the mediating variable (teacher commitment) and the dependent variable (teacher performance) in the third equation; and finally, the effect of the independent variable (transformational leadership) on the dependent variable (teacher performance) must be less after including the mediating variable (teacher commitment) into the second regression equation.

3.6 Study Limitations and Delimitation

According to Creswell (2013) limitations are aspects of a research that negatively impact on the findings of the research but for which the researcher has no control over. This research like many others was challenged by some content, financial, geographical and time limitations.

First, time together with cost implications could not permit a comprehensive study of the problem by the researchers. To curb these constraints, this study covered Bugiri district, secondary schools only. The findings of this research are therefore associated with only respondents in secondary schools.

Second, the busy schedule of respondents disrupted them thus sparing little time for data collection by the researcher. To minimize the effect of this on the study, the researcher engaged the respondents in advance through appointments to avoid any disappointment.

Third, the challenges of varied attitudes and perceptions from the affected respondents influence the findings. Some participants are not usually willing to be open and share necessary information and their experiences for fear of negative publicity and perception. To mitigate the effect of this, the researcher asked to participants to be honest with a promise that their identities would remain disclosed and the responses would be treated with outmost confidentiality and only be used for the research purpose.

Forth, elements of subjectivity also influence the researches. The participants are biased and respond on the basis of their own experience and perceptions regarding the statements in the questionnaire and interview guides. To avoid this, the researcher requested the respondents to be subjective

Additionally, to avoid bias from the researcher, the researcher depended only on responses from the respondents to analyze data and report the findings. The findings of this research were therefore derived from co-operation, willingness and sincerity of the research participants in responding to questionnaires. Also as a way of addressing limitations due to bias, I fully informed the participants of the purpose of the study, told them that their identity would remain anonymous and findings of the study would only be used for academic purposes. To ensure representativeness in this study and avoid bias I used Gill et al (2010) sample size table in determining the sample size and random sampling and purposive sampling techniques in the selection of respondents.

Finally, the study measured only the objectives as stated in chapter one, though there could be other factors, such as job satisfaction, motivation and self-efficacy among others, that may mediate the relationship between transformational leadership and teacher performance.

3.7 Ethical Consideration

During the entire research process, I adhered to number of research procedures and rules to maintain ethical standards. These included seeking clearance from the University, seeking informed consent of respondents, according due respect to the respondents' privacy, confidentiality and anonymity and taking responsibility to ensure that the study is valid and reliable and securing and protecting the raw data obtained as suggested by (Creswell, 2014).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter 4 presents the analyses and interpretations for study findings for mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools.

The study was guided by four objectives which were, to examine the relationship between transformational leadership and teacher performance, to determine the relationship between transformational leadership and teacher commitment, to investigate the relationship between teacher commitment and teacher performance and to assess the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in Bugiri district secondary school.

The findings presented in this chapter are based on the data collected from the field. The results of analyses provide evidence that form the basis for presentation, interpretation and discussions herein. This chapter begins by providing a description of the demographic profiles of respondents. It then presents the findings of the data that was analyzed based on the study objectives and research hypotheses, and analyses of significant relationships among the variables.

4.1 Response Rate

The number of usable questionnaires returned was divided by the total number of questionnaires issued to obtain the response rate. The results are presented in Table 4.1 below.

Table 4.1:
Response rate

Title		Frequency	Percent
Teacher	Questionnaires returned	152	84.9
	Questionnaires Administered	179	100.0
Head teacher	Questionnaires returned	12	70.6
	Questionnaires Administered	17	100.0

Source: Feld Survey data.

In this study, 12 (70.6%) out of the 17 head teachers sampled for the study returned the questionnaires. And out of the 179 questionnaires administered to teachers, 152 (84.9%) were returned. A response rate of 60% is marginal, 70% is reasonable, 80 per cent is good while a response rate of 90% and over is excellent (Davidoff as cited in Mundy 2002). Based on this statement, the response rate of 70.6% from the head teachers was considered to be reasonable while the 84.9% response rate from the teachers was considered to be good, representative and satisfactory to draw conclusions for the study.

4.2 Demographic Profile of Respondents

Descriptive analysis, specifically frequencies and percentages, was used to present, analyze and interpret the demographic profile of the respondents. The analyzed data are presented using tables for easy visual summary and reference. The demographic variables analyzed range from sex, age, title, duration served in capacity as per title, and highest level of education. The results are indicated in Tables 4.2 to 4.6.

4.2.1 Distribution of participants by Sex

The study wanted to determine the gender of the respondents. In order to establish their sexes, the respondents were asked to indicate their sex and their responses are presented in Table 4.2.

Table 4.2:

Distribution of participants by Sex

Title		Frequency	Percent
Teacher	Male	93	61.2
	Female	59	38.8
	Total	152	100.0
Head teacher	Male	10	83.3
	Female	2	16.7
	Total	12	100.0

Source: Feld Survey data.

Table 4.2 shows that more male teachers (61.2%) than female teachers (38.8%) participated in the study. The figures from Table 4.2 also show that very many males head teachers (83.3%) as compared to female head teachers (16.7%) took part in the study. Table 4.2 further indicates that there were more teachers (152) than head teachers (12) involved in the study. This finding implies that there were more male teachers who participated in the study as compared to female teachers. The findings further reveal that there are more male teachers and head teachers than female teachers and head teachers in Bugiri district secondary schools. This means that the major respondents for the study were male teachers and head teachers, while the female teachers and head teachers supplemented the study.

4.2.2 *Distribution of participants by Age Group*

The researcher also took an interest in discovering the age structure of the participants. To discover the age structure of participants, the participants were made to indicate their age groups. The responses are presented in Table 4.3 below.

Table 4.3:

Distribution of participants by Age Group

		Frequency	Percent
Teacher	Below 30	21	13.8
	31-40	46	30.3
	41-50	59	38.8
	51-60	15	9.9
	61 and above	11	7.2
	Total	152	100.0
Head teacher	41-50	2	16.7
	51-60	8	66.7
	61 and above	2	16.7
	Total	12	100.0

Source: Feld Survey data.

As reflected in table 4.3, it is evident that majority (38.8%) of the teachers were aged between 41-50 years, which was closely followed by (30.3%) of the teachers aged between 31-40 years. Table 4.3 also indicates that majority (66.7%) of the head teachers were aged between 51-60 years. This implies that most of the respondents were old enough, experienced and were in position to give sound judgments on the study variable, as the saying goes “old is wise”.

4.2.3 Distribution of participants by Title

Likewise, the researcher ascertained the titles of the participants. In order to establish their titles, respondents were probed to indicate their titles and results are given in Table 4.4 below.

Table 4.4:

Distribution of participants by Title

Title	Frequency	Percent
Teacher	152	92.7
Head teacher	12	7.3
Total	164	100.0

Source: Feld Survey data.

As observed from table 4.4, the majority (92.7%) of the respondents were teachers, while 7.3% were head teachers. The finding implies that the teachers were the main informants for the study while the head teachers supplemented the study.

4.2.4 Distribution of participants by Duration Served in Capacity as per Title

Accordingly, the respondents were asked to indicate the duration they had served in capacity as per their title. The responses of the participants are presented in Table 4.5 below.

Table 4.5:*Distribution of participants by Duration Served in Capacity as per Title*

Title	Duration	Frequency	Percent
Teacher	less than 6	21	13.8
	6-10	36	23.7
	11-15	41	27.0
	16-20	49	32.2
	over 20	5	3.3
	Total	152	100.0
Head teacher	11-15	3	25.0
	16-20	7	58.3
	over 20	2	16.7
	Total	12	100.0

Source: Survey data.

The results in table4.5 reveal that the majority (32.2%) of the teachers had served in capacity as teachers for a period between 16-20 years. Likewise, the majority (58.3%) of the head teachers had also served in capacity as head teachers for a period between 16-20 years. The findings indicate that majority of both the headteachers and teachers had served in capacity as per their title for quite a long time and therefore had in-depth knowledge, experienced and in position to give reliable information about the study variables.

4.2.5 Distribution of participants by Highest Education Level

The researcher further sought to establish the highest education level of the respondents. In order to find out the highest level of education of the participants, they were asked to indicate their highest education level and their responses are presented in Table4.6.

Table 4.6:*Distribution of participants by Highest Level of Education*

Title	Highest level	Frequency	Percent
Teacher	Masters' degree	14	9.2
	Bachelors' degree	49	32.2
	Diploma	73	48.0
	Others	16	10.5
	Total	152	100.0
Head teacher	Masters	2	16.7
	Bachelors	10	83.3
	Total	12	100.0

Source: Survey data.

Table 4.6 reveals varied levels of education (qualifications) for both the teachers and head teachers. The results indicate that most (48.0%) of the teachers were diploma holders, 32.2% were Bachelor's Degree holders, whereas 9.2% of the teachers indicated their highest level of education as a Master's Degree. The results indicate that most (83.3%) of the head teachers indicated their highest academic qualification a Bachelor's Degree, whereas 16.7% of the head teachers indicated their highest academic qualification as Master's Degree. These findings suggest that the majority of the head teachers had a Bachelor's Degree, the minimum level of education required to head a secondary school. These findings also suggest that the majority of the teachers in the secondary school had a Diploma in Secondary Education which is the minimum qualification required for one to teach in an O' Level secondary school. And the majority of secondary school in Bugiri district are O' Level secondary schools.

4.3 Correlation Analyses

Correlational analyses, specifically Pearson's product moment correlations and regression analyses were performed to test the direction, strength and significance of the relationships

between the study variables. The sizes of correlation coefficient and strengths of the correlation are summarized in appendix C. The findings are presented according to the objectives in Tables 4.7 - 4.12.

4.3.1 Transformational Leadership and Teacher Performance

The purpose of research hypothesis, H₁1, which stated that there is a statistically significant relationship between transformational leadership and teacher performance, was to test the relationship between transformational leadership and teacher performance. Table 4.7a shows descriptive results on teacher performance while Table 4.7b shows the overall results of the correlation between four dimensions of transformational leadership and teacher performance.

Table 4.7a

Descriptive results on Teacher Performance

Item	Strongly agree	Disagree	Not sure	Agree	Strongly agree
I possess adequate problem-solving skills	31 (18.9%)	21 (12.8%)	12 (7.3%)	68 (41.5%)	32 (19.5%)
I demonstrate a mastery of my work tasks	31 (18.9%)	20 (12.2%)	11 (6.7%)	49 (29.9%)	53 (32.3%)
I always make informed decisions about my work	0 (0.0%)	9 (5.5%)	0 (0.0%)	83 (50.6%)	72 (43.9%)
I meet all deadlines under all circumstances	0 (0.0%)	6 (3.7%)	9 (5.5%)	77 (47.0%)	72 (43.9%)
I pay attention to my work details and avoid making mistakes	3 (1.8%)	12 (7.3%)	9 (5.5%)	86 (52.4%)	54 (32.9%)
I effectively use resources while performing my tasks.	0 (0.0%)	6 (3.7%)	9 (5.5%)	98 (59.8%)	51 (31.1%)
I observe and fulfil instructions even when the head teacher is not present.	8 (4.9%)	30 (18.3%)	16 (9.8%)	58 (35.4%)	52 (31.7%)
I cooperate with other teachers in this school.	26 (15.9%)	20 (12.2%)	6 (3.7%)	74 (45.1%)	37 (22.6%)
I display proper school image and culture.	6 (3.7%)	3 (1.8%)	0 (0.0%)	101 (61.6%)	54 (32.9%)

I volunteer for additional responsibilities that contribute to school effectiveness.	0 (0.0%)	12 (17.3%)	9 (5.5%)	95 (57.9%)	48 (29.3%)
I am ready to help other teachers complete their work.	0 (0.0%)	6 (3.7%)	13 (7.9%)	76 (46.3%)	69 (42.1%)
I support and encourage co-teachers when they have problems.	0 (0.0%)	15 (9.2%)	0 (0.0%)	68 (41.5%)	81 (49.4%)

Source: Survey data.

The findings in table 4.7a show that the majority 68(41.5%) of both the teachers and head teachers agreed that teachers possess adequate problem-solving skills, followed by 32(19.5%) who strongly agreed, 31(18.9%) who strongly disagreed, 21(12.8%) who disagreed and 12(7.3%) who were not sure that teachers possess adequate problem-solving skills. This implies that most teachers in secondary schools in Bugiri possess adequate problem-solving skills.

Likewise, the majority 53(32.3%) of both the teachers and head teachers agreed that teachers display a mastery of their work tasks, followed by 49(29.9%) who strongly agreed and 31(18.9%) who were not sure that they display a mastery of their work tasks, 20(12.2%) of them disagreed while only 11(6.7%) strongly disagreed that teachers display a mastery of their work tasks, this indicates that in most secondary schools in Bugiri a large number of teachers display a mastery of their work tasks.

Consequently, the majority 83(50.6%) of both the teachers and head teachers agreed that teachers make informed decisions about their work, followed by 72(43.9%) who strongly agreed, 9(5.5%) who disagreed and none was not sure or strongly disagreed that teachers

make informed decisions about their work. This means that most secondary school teachers in Bugiri district make informed decisions about their work.

Similarly, the majority 77(47.0%) of both the teachers and head teachers strongly agreed that teachers meet deadlines under all circumstances, followed by 72(43.9%) who agreed, 9(5.5%) who were not sure and 6(3.7%) who disagreed that teachers meet deadlines under all circumstances while none of them strongly disagreed that teachers meet deadlines under all circumstances. This suggests that most secondary school teachers in Bugiri district meet deadlines under any circumstance.

Respectively, the majority 86(52.4%) of both the teachers and head teachers agreed that teachers pay attention to their work details and avoid making mistakes, followed by 54(32.9%) who strongly agreed, 12(7.3%) who disagreed and 9(5.5%) who were not sure that teachers pay attention to their work details and avoid making mistakes, only 3(1.8%) strongly disagreed that teachers pay attention to their work details and avoid making mistakes. This implies that teachers in most of the secondary schools in Bugiri pay attention to their work details and avoid making mistakes.

Also, the majority 98(59.8%) of both the teachers and head teachers agreed that teachers effectively use resources while performing their tasks, followed by 51(31.1%) who strongly agreed, 9(5.5%) who were not sure and 6(3.7%) who disagreed that teachers effectively use resources while performing their tasks, none of them strongly disagreed that teachers effectively use resources while performing their tasks. This indicates that most teachers in secondary schools in the district effectively use resources while performing their tasks.

Subsequently, the majority 58(35.4%) of both the teachers and head teachers agreed that teachers observe and fulfil instructions even when their head teacher is not present, followed by 52(31.7%) who strongly agreed, 30(18.3%) who disagreed and 16(9.8%) who were not sure that teachers observe and fulfil instructions even when their head teacher is not present, only 8(4.9%) strongly disagreed that teachers observe and fulfil instructions even when their head teacher is not present. This implies that teachers in most of the secondary schools in the district observe and fulfil instructions even when their head teachers are not present.

Successively, the majority 74 (45.1%) of both the teachers and head teachers agreed that teachers cooperate with other teachers in their school, followed by 37(22.6%) who strongly agreed, 26(15.9%) who strongly disagreed and 20(12.2%) who disagreed that teachers cooperate with other teachers in their school, only 6(3.7%) were not sure that teachers cooperate with other teachers in their school. This indicates that most teachers in secondary schools in Bugiri cooperate with one another in their schools.

Consistently, the majority 101(61.6%) of both the teachers and head teachers agreed that teachers display proper school image and culture, followed by 54(32.9%) who strongly agreed, 6(3.7%) who strongly disagreed and 3(1.8%) who disagreed that teachers display proper school image and culture, none (0.0%) of them was not sure that teachers display proper school image and culture. This implies that most of the teachers in secondary schools in Bugiri district display proper school image and culture.

Equivalently, the majority 95(57.9%) of both the teachers and head teachers agreed that teachers volunteer for additional responsibilities that contribute to school effectiveness, followed by 48(29.3%) who strongly agreed, 12(7.3%) who disagreed and 9(3.7%) who were

not sure that teachers volunteer for additional responsibilities that contribute to school effectiveness, none (0.0%) strongly disagreed that teachers volunteer for additional responsibilities that contribute to school effectiveness. This suggests that more than half of the secondary school teachers in the district volunteer for additional responsibilities that contribute to school effectiveness.

Congruently, the majority 76(46.3%) of both the teachers and head teachers agreed that teachers are ready to help other teachers complete their work, followed by 69(42.1%) who strongly agreed, 13(7.9%) who were not sure and 6(3.7%) who disagreed that teachers are ready to help other teachers complete their work, none(0.0%) strongly disagreed that teachers are ready to help other teachers complete their work. This points towards a fact that most teachers in secondary schools in Bugiri are ready to help other teachers complete their work.

Last but not least, the majority 81(49.4%) of both the teachers and head teachers strongly agreed that teachers support and encourage co-teachers with problems, followed by 68(41.5%) who agreed and 15(9.2%) who strongly agreed. None (0.0%) strongly disagreed or was not sure that teachers support and encourage co-teachers with problems. This suggests that most of the teachers in Bugiri district support and encourage co-teachers with problems.

Table 4.7b
Transformational Leadership and Teacher Performance

		Transformational leadership	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Teacher Performance
Transformational leadership	Pearson Correlation	1	.949**	.933**	.886**	.896**	.895**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N		164	164	164	164	164
Idealized influence	Pearson's Correlation		1	.859**	.807**	.784**	.864**
	Sig.			.000	.000	.000	.000
	N			164	164	164	164
Inspirational motivation	Pearson's Correlation			1	.755**	.819**	.907**
	Sig.				.000	.000	.000
	N				164	164	164
Intellectual stimulation	Pearson's Correlation				1	.693**	.761**
	Sig.					.000	.000
	N					164	164
Individualized Consideration	Pearson's Correlation					1	.750**
	Sig.						.000
	N						164

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data.

Pearson's correlation was conducted to test the degree of relationship between transformational leadership and teacher performance, and the significance level (P -value) was tested at 0.05. The overall findings disclosed that there was a strong positive statistically significant relationship between transformational leadership and teacher performance, ($r=.895$, $p=0.01$, $N=164$). It also, was found that inspirational motivation had the strongest correlation ($r=.907$, $p=0.01$, $N=164$) with overall teacher performance, followed by idealized influence ($r=.864$, $p=0.01$, $N=164$), and intellectual stimulation ($r=.761$, $p=0.01$, $N=164$) while, individualized consideration had the weakest correlation ($r=.750$, $p=0.01$, $N=164$) with

overall teacher performance. This implies that transformational leadership and its dimensions have positive influences on teacher performance in secondary schools. Therefore, the hypothesis H₁1, which states that there is a statistically significant relationship between transformational leadership and teacher performance, is accepted.

4.3.2 Transformational Leadership and Teacher Commitment.

The purpose of research hypothesis, H₁2, which states that there is a statistically significant relationship between transformational leadership and teacher commitment, was to test the relationship between transformational leadership and teacher commitment. Table 4.8a shows the descriptive statistics for the responses on teacher commitment while Table 4.8b shows overall findings of the relationships between the four dimensions of transformational leadership and teacher commitment.

Table 4.8a
Descriptive results on Teacher Commitment

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I believe in and accept goals and values the of school	3 (1.8%)	3 (1.8%)	3 (1.8%)	95 (57.9%)	60 (36.6%)
I am willing to apply extra effort on the behalf of the school	12 (7.3%)	26 (15.9%)	35 (21.3%)	49 (29.9%)	42 (25.6%)
I wish to remain in this school.	4 (2.4%)	11 (6.7%)	39 (23.8%)	51 (31.1%)	59 (36.0%)
I have sense of loyalty to my school as my workplace and I identify with its culture and goals.	2 (1.2%)	6 (3.7%)	28 (17.1%)	60 (36.6%)	68 (41.5%)
I believe school goals have a lot of impact on my curriculum choices.	18 (11.0%)	15 (9.1%)	35 (21.3%)	66 (40.2%)	30 (18.3%)
We regularly review and where necessary revise our school goals and priorities.	6 (3.7%)	3 (1.8%)	12 (7.3%)	95 (57.9%)	48 (29.3%)
I am willing to exercise extra effort in teaching effectively.	3 (1.8%)	6 (3.7%)	6 (3.7%)	98 (59.8%)	51 (31.1%)
I show greater interest in teaching my subject matter.	10 (6.1%)	38 (23.2%)	5 (3.0%)	58 (35.4%)	53 (32.3%)
I am willing to remain longer in the teaching profession	36 (22.0%)	17 (10.4%)	10 (6.1%)	52 (31.7%)	49 (29.9%)
I help new teachers in my school learn what is expected of them.	6 (3.7%)	12 (7.3%)	3 (1.8%)	95 (57.9%)	48 (29.3%)
I am ready to share ideas and materials with my fellow teachers.	24 (14.6%)	23 (14.0%)	27 (16.5%)	40 (24.4%)	50 (30.5%)
I seek help from colleagues when faced with new professional challenges	12 (7.3%)	38 (23.2%)	13 (7.9%)	64 (39.0%)	37 (22.6%)
I work harder to make classroom activities more meaningful	9 (5.5%)	15 (9.1%)	15 (9.1%)	68 (41.5%)	57 (34.8%)
I work with parents to improve students' achievements.	6 (3.7%)	12 (7.3%)	6 (3.7%)	80 (48.8%)	60 (36.6%)

I am dedicated to help students learn regardless of their academic difficulties or social background	0 (0.0%)	15 (9.1%)	3 (1.8%)	71 (43.3%)	75 (45.7%)
I am willing to devote extra time to my students.	39 (23.8%)	13 (7.9%)	9 (5.5%)	65 (39.6%)	38 (23.2%)

Source: Survey data.

The findings in the table 4.8a show that the majority 95(57.9%) of both the teachers and head teachers agreed that teachers believe in and accept the goals and values of their schools, followed by 60(36.6%) who strongly agreed, 3(1.8%) were not sure, 3(1.8%) of them disagreed and 3(1.8%) strongly disagreed that they believe in and accept the goals and values of their schools. This implies that most teachers in secondary schools in Bugiri believe in and accept the goals and values of their schools.

Likewise, the majority 49(29.9%) of both the teachers and head teachers agreed teachers were willing to apply extra effort on the behalf of the school, followed by 42(25.6%) who strongly agreed and 35(21.3%) who were not sure that they were willing to apply extra effort on the behalf of the school, 26(15.9%) of them disagreed while only 12(7.3%) strongly disagreed that they were willing to apply extra effort on the behalf of the school. This indicates that in most secondary schools in Bugiri district most teachers are willing to apply extra effort on the behalf of the school.

Consequently, the majority 59(36.0%) of both the teachers and head teachers strongly agreed that teachers wish to remain in their school, followed by 51(31.1%) who agreed, 39(23.8%) who were not sure and 11(6.7%) who disagreed that they wish to remain in their school. While only 4(2.4%) strongly disagreed that they wish to remain in their school. This means that most teachers in secondary schools in Bugiri district wish to remain in their schools.

Similarly, the majority 68(41.5%) of both the teachers and head teachers strongly agreed that teachers have a sense of loyalty to their school as their workplace and identify with school culture and goals, followed by 60(36.6%) who agreed, 28(17.1%) who were not sure and 6(3.7%) who disagreed that they have a sense of loyalty to their school as their workplace and identify with school culture and goals while only 2(1.2%) who strongly disagreed that they have a sense of loyalty to their school as their workplace and identify with school culture and goals. This suggests that most teachers in secondary schools in the district have a sense of loyalty to their school as their workplace and identify with school cultures and goals.

Accordingly, the majority 66(40.2%) of both the teachers and head teachers agreed that teachers believe that school goals have a lot of impact on their curriculum choices, followed by 35(21.3%) who were not sure, 30(18.3%) who strongly agreed and 18(11.0%) who strongly disagreed that they believe that school goals have a lot of impact on their curriculum choices, only 15(9.1%) disagreed that they believe school goals have a lot of impact on their curriculum choices. This implies that most teachers in secondary schools in Bugiri believe that school goals have a lot of impact on their curriculum choices.

Also, the majority 95(57.9%) of both the teachers and head teachers agreed that teachers regularly review and where necessary revise their school goals and priorities, followed by 48(29.3%) who strongly agreed, 12(7.3%) who were not sure and 6(3.7%) who strongly disagreed that teachers regularly review and where necessary revise their school goals and priorities, only 3(1.8%) disagreed that they regularly review and where necessary revise their school goals and priorities. This indicates that most teachers in secondary schools in Bugiri district regularly reviewed and where necessary revised their school goals and priorities.

Subsequently, the majority 98(59.8%) of both the teachers and head teachers agreed that teachers are willing to exercise extra effort in teaching effectively, followed by 51(31.1%) who strongly agreed, 6(3.7%) who disagreed and 6(3.7%) who were not sure that they are willing to exercise extra effort in teaching effectively, only 3(1.8%) strongly disagreed that they are willing to exercise extra effort in teaching effectively. This indicates that most teachers in secondary schools in the district are willing to exercise extra effort in teaching effectively.

Successively, the majority 58 (35.4%) of both the teachers and head teachers agreed that teachers show greater interest in teaching their subject matter, followed by 53(32.3%) who strongly agreed, 38(23.2%) who disagreed and 10(6.1%) who strongly disagreed that they show greater interest in teaching their subject matter, only 5(3.0%) were not sure that they show greater interest in teaching their subject matter. This shows that most teachers in secondary schools in Bugiri show greater interest in teaching their subject matter.

Equally, the majority 52(31.7%) of both the teachers and head teachers agreed that teachers were willing to remain longer in the teaching profession, followed by 49(29.9%) who strongly agreed, 36(22.0%) who strongly disagreed and 17(10.4%) who disagreed that they were willing to remain longer in the teaching profession, only 10(6.1%) were not sure that they were willing to remain longer in the teaching profession. This implies that most teachers in secondary schools in Bugiri are willing to remain longer in the teaching profession.

Equivalently, the majority 95(57.9%) of both the teachers and head teachers agreed that teachers help new teachers in their schools learn what is expected of them, followed by 48(29.3%) who strongly agreed, 12(7.3%) who disagreed and 6(3.7%) who strongly disagreed

that they help new teachers in their schools learn what is expected of them, only 3(1.8%) were not sure that they help new teachers in their schools learn what is expected of teachers. This shows that most teachers in secondary schools in Bugiri district help new teachers in their schools to learn what is expected of teachers.

Congruently, the majority 50(30.5%) of both the teachers and head teachers strongly agreed that teachers are ready to share ideas and materials with their fellow teachers, followed by 40(24.4%) who agreed, 27(16.5%) who were not sure and 24(14.6%) who strongly disagreed that they are ready to share ideas and materials with their fellow teachers, 23(14.0%) disagreed that they are ready to share ideas and materials with their fellow teachers. This indicates that most of the teachers in secondary schools in Bugiri are ready to share ideas and materials with their fellow teachers.

Continuously, the majority 64(39.0%) of both the teachers and head teachers agreed that teachers seek help from colleagues when faced with new professional challenges, followed by 38(23.2%) who disagreed, 37(22.6%) who strongly agreed and 13(7.9%) who were not sure that teachers seek help from colleagues when faced with new professional challenges, only 12(7.3%) strongly disagreed that they seek help from colleagues when faced with new professional challenges. This implies that a big number of teachers in secondary schools in the district seek help from colleagues when faced with new professional challenges.

Consistently, the majority 68(41.5%) of both the teachers and head teachers agreed that teachers often work harder to make classroom activities more meaningful, followed by 57(34.8%) who strongly agreed, 15(9.1%) who were not sure and 15(9.1%) who disagreed that they work hard to make classroom activities more meaningful, only 9(5.5%) strongly

disagreed that they work hard to make classroom activities more meaningful. This indicates that the highest number of secondary school teachers in Bugiri work harder to make classroom activities more meaningful and interesting.

Respectively the majority 80(48.8%) of both the teachers and head teachers agreed that teachers work with parents to improve students' achievements, followed by 60(36.6%) who strongly agreed, 12(7.3%) who disagreed, 6(3.7%) who were not sure and 6(3.7%) who strongly disagreed that work with parents to improve students' achievements. This suggests that most teachers in secondary schools in the district work with parents to improve students' achievements.

Harmoniously, the majority 75(45.7%) of both the teachers and head teachers strongly agreed that teachers are dedicated to help students learn regardless of their students' academic difficulties or social backgrounds, followed by 71(43.3%) who agreed, 15(9.1%) who disagreed and 3(1.8%) who were not sure that they are dedicated to help students learn regardless of their students' academic difficulties or social backgrounds. While none(0.0%) strongly disagreed they are dedicated to help students learn regardless of their students' academic difficulties or social backgrounds. This also suggests that most teachers in secondary schools in Bugiri are dedicated to help students learn irrespective of students' academic difficulties, physical differences or social backgrounds.

Last but not least, the majority 65(39.6%) of both the teachers and head teachers agreed that teachers are willing to devote extra time to their students, followed by 39(23.8%) who strongly disagreed, 38(23.2%) who strongly agreed and 13(7.9%) who disagreed that they are willing to devote extra time to their students. While only 9(5.5%) were not sure that they are

willing to devote extra time to their students. This suggests that most teachers in secondary schools in Bugiri are willing to devote extra time to their students.

Table 4.8b
Transformational Leadership and Teacher Commitment

		Trans leadership	Ideal influence	Inspirational motivation	Intellectual stimulation	Individualized consideration	Teacher commitment
Transformational leadership	Pearson Correlation	1	.949**	.933**	.886**	.896**	.891**
	Sig. (2- tailed)		.000	.000	.000	.000	.000
	N		164	164	164	164	164
Idealized influence	Pearson Correlation		1	.859**	.807**	.784**	.869**
	Sig.			.000	.000	.000	.000
	N			164	164	164	164
Inspirational motivation	Pearson Correlation			1	.755**	.819**	.896**
	Sig.				.000	.000	.000
	N				164	164	164
Intellectual stimulation	Pearson Correlation				1	.693**	.707**
	Sig.					.000	.000
	N					164	164
Individualized Consideration	Pearson Correlation					1	.791**
	Sig.						.000
	N						164

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data.

Pearson's correlation was conducted to test the relationship between transformational leadership and teacher commitment, and the significance level (P-value) was tested at 0.05. The overall findings showed that there was a strong positive statistically significant relationship between transformational leadership and teacher commitment, ($r=.891$; $p=0.01$; $N=164$). It was also found that inspirational motivation had strongest correlation, ($r=.896$,

$p=0.01$, $N=164$), followed by idealized influence ($r=.869$, $p=0.01$, $N=164$), and individualized consideration ($r=.791$; $p=0.01$; $N=164$) while, intellectual stimulation had the weakest correlation ($r=.707$, $p=0.01$, $N=164$) with overall teacher commitment. This means that transformational leadership style and all its dimensions have positive effects on teacher commitment. Therefore, hypothesis H₁₂ which states that there is a statistically significant relationship between transformational leadership and teacher commitment is accepted.

4.3.3 Teacher Commitment and Teacher Performance.

The purpose of research hypothesis, H₁₃, which stated that there is a statistically significant relationship between teacher commitment and teacher performance was to test the degree of relationship between teacher commitment and teacher performance. Table 4.9b shows overall results of the relationships between the three facets of teacher commitment and teacher performance.

Table 4.9:
Teacher Commitment and Teacher Performance

		Teacher commitment	Commitment to school mission	Commitment to profession	Commitment to students	Teacher Performance
Teacher commitment	Pearson's correlation	1	.851**	.846**	.906**	.899**
	Sig.		.000	.000	.000	.000
	N			164	164	164
Commitment to school mission	Pearson's correlation		1	.508**	.744**	.708**
	Sig.			.000	.000	.000
	N			164	164	164
Commitment to profession	Pearson's correlation			1	.641**	.787**
	Sig.				.000	.000
	N				164	164
Commitment to students	Pearson's correlation				1	.842**
	Sig.					.000
	N					164

** . Correlation is significant at the 0.01 level
(2-tailed).

Source: Survey data.

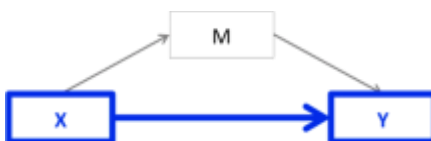
Pearson's correlation analysis was ran to test the degree of relationship between teacher commitment and teacher performance, and the significance level (P -value) was tested at 0.05. as seen in table 4.9, the overall results revealed that there was a moderately strong positive statistically significant positive relationship between teacher commitment and overall teacher performance, ($r=.899$; $p=0.01$; $N=164$), likewise, it was found that teacher commitment towards students' learning had the strongest correlation, ($r=.842$; $p=0.01$, $N=164$), followed by teacher commitment towards the teaching profession, ($r=.787$; $p=0.01$, $N=164$) while, teacher commitment towards the school mission had the weakest correlation($r=.708$; $p=0.01$, $N=164$) with overall teacher performance. This signifies that teacher commitment positively

affects teacher performance and thus, hypothesis H₁₃ which states that there is a significant relationship between teacher commitment and teacher performance is accepted.

4.3.4 The Mediating Effect of Teacher Commitment in the relationship between Transformational Leadership and Teacher Performance

The study followed mediation model and analysis steps suggested by Baron and Kenny (1986) to examine whether teacher commitment mediates the relationship between transformational leadership and teacher performance in Bugiri district. As such, mediation model/ analysis comprises of three sets of regression analyses (stepwise linear regressions): $X \rightarrow Y$, $X \rightarrow M$, and $X + M \rightarrow Y$.

Step 1 ($X \rightarrow Y$)



$$Y = b_0 + b_1X + e$$

Teacher Commitment (M) mediates the relationship between Transformational Leadership (X) and Teacher Performance (Y) if there is a relationship between X and Y, and if there is no relationship between X and Y, then there is no mediation effect.

Regression analysis was done to establish the effect of transformational leadership on teacher performance and the findings are in Table 4.10.

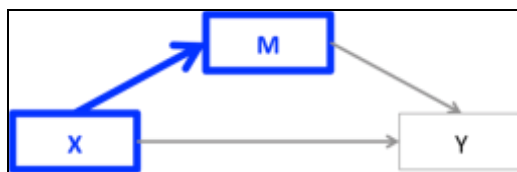
Table 4.10:
Effect of Transformational Leadership on Teacher Performance

Model		Unstandardized coefficients		Standardized coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.327	1.599		5.208	.000
	Transformational leadership	.425	.017	.895	25.603	.000

a. Dependent Variable: Teacher performance

The findings showed that transformational leadership had a very strong, positive and significant effect on teacher performance ($\beta=.895$; $p=0.01$)

Step 2 (Transformational Leadership, X → Teacher Commitment, M)



$$M=b_0+b_2X+e$$

Teacher commitment (M) mediates the relationship between transformational leadership (X) and teacher performance (Y) if there is a relationship between X and M, and if there is no relationship between X and M, then there is no mediation effect.

Similarly, regression analysis was done to establish a correlation between transformational leadership and teacher commitment and results are presented in Table 4.11.

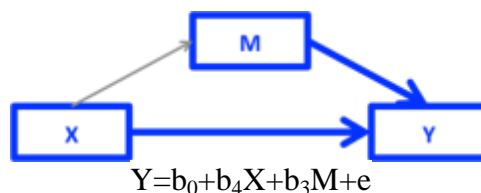
Table 4.11:
Effect of Transformational Leadership on Teacher Commitment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.408	2.029		5.624	.000
	Transformational Leadership	.527	.021	.891	25.036	.000

a. Dependent Variable: Teacher Commitment

The findings showed that transformational leadership had very strong positive and significant influence on teacher commitment ($\beta=.891$; $p=0.01$).

Step 3 ($X + M \rightarrow Y$)



Teacher commitment (mediating variable, M) mediates the relationship between transformational leadership (independent variable, X) and teacher performance (dependent variable, Y) if the effect of X on Y is less/ smaller than before after including M into the regression equation. But if the effect of X on Y remains the same or increases, then there is no mediation effect. And if X has no effect on Y, then there is complete mediation.

Regression analysis was done to assess the mediating effect of teacher commitment on the relationship between transformational leadership and teacher commitment and the results are presented in Table 4.12.

Table 4.12:

Mediating Effect of Teacher Commitment on the relationship between Transformational Leadership and Teacher Performance

Model		Unstandardized		Standardized		
		coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.824	1.518		2.519	.013
	Transformational leadership	.217	.032	.457	6.819	.000
	Teacher Commitment	.395	.054	.492	7.341	.000

a. Dependent Variable: Teacher Performance

Source: Survey data.

The findings shows that both transformational leadership and teacher commitment had weak positive and significant effect on teacher performance ($\beta=.457$; $p=0.01$ and $\beta=.492$; $p=0.01$ respectively) when the study added the mediating variable, teacher commitment in the regression analysis equation. As seen, after implementing the above analyses, the study found that the strength of the relationship between transformational leadership and teacher performance reduced from $\beta=.895$ to $\beta=.457$, when the study added the mediating variable, teacher commitment. This reveals that teacher commitment partially mediates the relationship between transformational leadership and teacher performance. Accordingly, hypothesis H₁₄, which states that, “There is a statistically significant mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance.” is accepted.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

The purpose of this study was to establish the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri district. This study adopted correlational research design and quantitative research approach to collect present, analyze interpret and report the findings. This study was guided by four main objectives. These were to: Examine the relationship between transformational leadership and teacher performance; Determine the relationship between transformational leadership and teacher commitment; Investigate the relationship between teacher commitment and teacher performance; and assess the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. The chapter presents summary, discussions and conclusions of findings. It also provides some recommendations and suggestions for areas for further research.

5.1 Discussion of the Findings

The purpose of the study was to establish the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri. The findings are discussed herein according to the research hypotheses as follows:

5.1.1 Relationship between Transformational Leadership and Teacher Performance.

This study examined the influence of transformational leadership on teacher performance in secondary schools in Bugiri district. Specifically, the following alternative hypothesis was proposed. H₁1: There is a statistically significant relationship between transformational leadership and teacher performance. Pearson's product moment correlation was used to test whether a statistically significant relationship exists between transformational leadership and teacher performance. The findings showed that there was a strong positive statistically significant relationship between transformational leadership and teacher performance. This indicates that transformational leadership is an important predictor of teacher performance. This means that transformational leadership practices are positively related to teacher performance. In addition, it was observed that there was a strong positive statistically significant relationship between the dimensions of transformational leadership and teacher performance. These findings in addition signify that all the four dimensions of transformational leadership are predictors of performance of secondary teachers in schools in Bugiri. These findings support the framework that portrays that transformational leadership is significantly related to teacher performance. Previous researches support transformational leadership as one of the leadership styles influencing employee performance.

The current research findings are consistent with the previous study of Gamage and Raveendran (2019) who revealed that transformational leadership is a predictor of employee performance and advised that leaders need to pay more attention to their leadership style as a way of boosting employee performance. In addition, this result correlates with the finding by Andriani et al (2018) who found a positive and significant influence of transformational leadership on teacher performance of SMK Negeri Palembang and asserted that

transformational leadership is unquestionably necessary in the organization of work because headmasters' leadership styles affect teacher performance. The results are also commensurate with that of Noraazian and Khalip (2016) which revealed that transformational leadership significantly influences teacher commitment and that all four transformational leadership dimensions had positive relationship with teacher commitment and states that transformational leadership and its dimensions predict teacher commitment.

The results are likewise consistent with that of Kheirandish (2014) who found a positive relationship between all the dimensions of transformational leadership and teacher commitment and highlighted that the more leaders use transformational leadership styles, the greater the improvement of teacher performance and recommended that in order to improve teacher performance head teachers should act as role models , set clear vision, inspire teachers to question the existing situation and consider each teacher individually. Similarly, the findings are in line with those of Sundi (2013) who established that a positive and significant relationship exists between transformational leadership and employee performance of Konawe Education Department and opined that any increase in transformational leadership style in positive direction improves employee performance. It is also supported by the study of Thamrin (2012) who stated that raising employees' performance can be obtained when leaders use individualized consideration and intellectual stimulation among others.

Additionally, the findings are consistent with that of Thamrin (2012), Sundi (2013), Kheirandish (2014), Noraazian and Khalip (2016), Andriani et al. (2018), and Gamage and Raveendran (2019). This similarity could be because teacher's world over operates under similar leadership styles and have similar performance measures. In addition, teacher performance in Bugiri district seems to be in uniformity with that in other parts of the world.

The impacts of leadership on teacher performance is further noted through Transformational Leadership Theory which postulates that transformational leadership style lead to the development of both leaders and employees towards performance beyond expectations. Therefore, the head teachers should consider using transformational leadership styles like individualized consideration, idealized influence and intellectual stimulation in order to improve teacher performance.

5.1.2 Relationship between Transformational Leadership and Teacher Commitment.

The overall findings showed that there was a strong positive statistically significant relationship between transformational leadership and teacher commitment. This means that transformational leadership as a positive effect on teacher Commitment. In addition, it was also found that there were positive significant relationships between the components of transformational leadership and teacher commitment. The findings signify that all the four dimensions of transformational leadership influence teacher commitment in secondary schools.

The current study is in agreement with that of Ibrahim et al (2013) which noted that there is need for head teachers' leadership training and development so that head teachers can acquire and internalize the effective transformational leadership qualities that are very crucial in changing teacher attitudes and improving teacher levels of commitment towards their profession.

In addition, the study is in congruent with that of Feizi et al (2014) who showed positive relationships between transformational leadership with its dimensions and organizational commitment of teachers in Germi. Feizi et al (2014) stated that commitment of secondary school teachers in Germi could be influenced by three variables, that is, idealized influence,

individual consideration and intellectual stimulation. Feizi et al (2014) suggested that the more transformational leadership dominates in the management strategies of leaders, the greater the staff organizational commitment will be. The study further supports that of Raman et al. (2015) who showed that there is a positive significant relationship between principals' transformational leadership and teachers' commitment, and every dimension of principals' transformational leadership has a strong positive relationship with teachers' commitment in the secondary schools studied. Raman et al. (2015) claimed that each dimension of transformational leadership has its own significance in the relationship.

The study is also consistent with Malela's (2016) research who established that high levels of teachers commitment is linked to high levels of the four dimensions of transformational leadership in primary schools in Matinyani Sub County. The findings are also similar to the findings by Ibrahim et al; (2017) who showed positive relationship between transformational leadership and teachers commitment to the organization SMKAs schools in Terengganu and stated that leaders who practice transformational leadership behaviors can increase commitment of teachers under their leadership, whereby high transformational leadership practices will result in high teachers commitment.

However, the study is contrary to that conducted by Obbo et al. (2017) who revealed that all leadership styles had non-significant effect on overall organizational commitment, and its dimensions. These disagreements in the findings could be because Obbo et al. (2017) investigated the influence of a number of leadership styles on commitment and did not look at the mediating effect of teacher commitment, while the current study used only transformational leadership and investigated the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. Therefore,

head teachers need transformational leadership styles if they are to enhance teacher commitment.

5.1.3 Relationship between Teacher Commitment and Teacher Performance.

The overall results revealed a positive statistically significant relationship between teacher commitment and teacher performance. This implies that teacher commitment and its dimensions have positive impacts on teacher performance. The results suggest that all the three dimensions of teacher commitment are joint and independent predictors of teacher performance in secondary schools.

This result correlates with that of Thamrin (2012) which established that commitment has a significant influence on employees' performance and articulated that good commitment and trust within an organization will influence employees' performance. These results similarly agree with those of Negin et al (2013) which affirmed that dimensions of organizational commitment have positive and significant relationship with employee performance. The increase in teacher commitment, as noted in the findings, will in turn increase teacher performance. Thus, head teachers need to solicit teacher commitment in order to augment teacher performance.

The finding is not different from that of Folorunso et al (2014) that revealed that constructs of commitment jointly and independently influence employees' performance among academic staff of Oyo State tertiary institutions and stated that management of tertiary institutions and policy makers need to adopt leadership styles that enhance academic staff performance through increased commitment level.

However, the result is not consistent with that of Nabukenya (2010) who revealed that teacher commitment does not have a significant relationship with teacher performance in secondary

schools in Busiro county Wakiso district. It is also contrary to that by Gamage and Raveendran (2019) who revealed that the effect of organizational commitment on employee performance is not statistically significant. These inconsistent finding of the relationship between teacher commitment and teacher performance could be due to the situation and methodology used in the study. This study used a smaller sample size from government and private schools, only correlational design and a different research tool from that of Gamage and Raveendran (2019). It could also be due to factors such as stress levels and adequate resources among others (Gamage & Raveendran, 2019). The difference from that of Nabukenya (2010) could be because Nabukenya (2010) examined the influence of teachers' professionalism on teacher performance, while the current study examined the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. In addition, this variation could be because teachers in Bugiri district secondary schools are more committed to the work as compared to their counterparts in Wakiso district. Thus, the perceived teacher performance in secondary schools in Bugiri district could be high or low depending on teacher commitment levels.

5.1.4 Mediating Effect of Teacher Commitment on the relationship between Transformational Leadership and Teacher Performance.

The findings showed that: First, transformational leadership positively and significantly affected teacher performance; Second, transformational leadership positively and significantly influenced teacher commitment, and third, both transformational leadership and teacher commitment positively and significantly influenced teacher performance. This implies that an increase in transformational leadership practices will be followed by an increase in teacher performance and teacher commitment. Also, an increase in teacher commitment level will be

followed by an increase in teacher performance. Last but not least, the findings of this study indicated that teacher commitment partially mediates the relationship between transformational leadership and teacher performance. Therefore, from this result it is derived that through teacher commitment, transformational leadership can enhance teacher performance.

The current research findings are consistent with many previous studies. For example, the study concurs with Yeh and Hong (2012) who identified that organizational commitment has a partial mediating effect on the relationship between leadership type and job performance of employees of a Taiwanese shoes subsidiary in China. The study is in addition supported by Thamrin (2012) who revealed that organizational commitment mediates the relationship between transformational leadership and employee performance.

The study is also in agreement with that of Almutairi (2015) who revealed that commitment mediates relationships between transformational leadership and job performance, and recommended that managements pay more attention to their leadership style and provide groundwork for instilling transformational leadership styles in order to enhance job performance. The study also supports Sapta et al. (2016) who stated that if properly implemented, leadership values and Tri Hita Karana culture can increase Subak performance directly as well as through the mediation of organizational commitment. Therefore, head teachers should consider adopting transformational leadership as a means of improving teacher commitment and in turn teacher performance levels in their schools.

However, the study is contrary to that of Gamage and Raveendran (2019) who found that organizational commitment doesn't mediate relationships between transformational

leadership and employee performance. This difference could be because their study was conducted using more participants and not in Bugiri district.

5.2 Conclusions

The study sought to establish the mediating effect of teacher commitment on the relationship between transformational leadership and secondary school teacher performance in Bugiri. This sub-section provides conclusions based on the mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance. Besides, it makes conclusions on the discussions on the results based on the research hypotheses.

The study concludes that transformational leadership enhances teacher performance in secondary schools in Bugiri. Relatedly, the study concludes that transformational leadership increases teacher commitment in secondary schools in Bugiri. Similarly, the study concludes that teacher commitment improves teacher performance in Bugiri district. Last but not least, the study concludes that there is a partial beneficial mediating effect of teacher commitment on the relationship between transformational leadership and teacher performance in secondary schools in Bugiri District.

Based on the results, the current study provides insight from a Ugandan perspective and the findings are consistent with earlier literature on transformational leadership, teacher commitment and teacher performance. Therefore, this implies that school leaders need to make use of transformational leadership in secondary schools in order to augment teacher commitment and in turn teacher performance.

5.3 Recommendations

The findings disclosed that there was a strong positive statistically significant relationship between transformational leadership and teacher performance. This implies that transformational leadership has a positive effect on teacher performance in secondary schools. Therefore, head teachers should consider using transformational leadership in order to improve teacher performance.

The findings also showed that there was a strong positive statistically significant relationship between transformational leadership and teacher commitment. This means that transformational leadership has a positive effect on teacher commitment. Therefore, head teachers need to adopt transformational leadership in order to enhance teacher commitment.

The increase in teacher commitment, as noted in the findings, will in turn increase teacher performance. Thus, head teachers need to solicit teacher commitment in order to augment teacher performance.

Last but not least, the findings of this study indicated that teacher commitment partially mediates the relationship between transformational leadership and teacher performance. Therefore, head teachers should consider adopting transformational leadership style as a way of improving teacher commitment and in turn teacher performance levels in their schools.

Schools as well as the Ministry of Education ought to provide training and development programs to develop teacher performance, teacher commitment and leadership abilities of their teachers and head teachers, and to strengthen the existing programs.

Policy makers should consider formulating policies that enhance teacher commitment and in turn teacher performance in schools and, they also through the respective policy implementers need to strengthen the existing policies on teacher commitment and teacher performance.

5.4 Suggestions for Further Research

Although this study contributes to the available literature on transformational leadership, teacher performance and teacher commitment in secondary schools, there are still a number of limitations. To begin with, transformational leadership was preferred for this study. However, to better understand the implications of these results, future studies could address other leadership styles like transactional leadership and instructional leadership to establish the mediating effect of teacher commitment on relationships between these leadership styles and teacher performance.

Likewise, data were collected using questionnaires which may not fully capture exact responses from respondents. Therefore, further research may be needed to assess any link between these three variables using other tools like interviews guides and documentary analyses.

Congruently, this study was conducted only in secondary schools in Bugiri district using a small sample size, despite Uganda having several regions, districts and secondary schools with varying teacher performances and teacher commitments. In order to overcome this limitation, future studies could include larger samples obtained from different districts and regions in Uganda.

Equally, it is evident that teacher commitment is an important variable mediating the relationship between transformational leadership and teacher performance yet there are other factors essential for teacher performance. Therefore, future research is needed to evaluate other probable mediator variables and moderator variables such as job satisfaction in the relationship between transformational leadership and teacher performance.

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Appendices

Appendix A:

Questionnaire for teachers and head teachers

PART A: Demographic profile. (Please tick, (√) the appropriate boxes and fill in where necessary).

1	What is your sex?	Male			Female			
2	How old are you? (Years)							
	Below 20	21-30	31-40	41-50	51 and above			
3	What is your title?	Teacher		Head teacher				
4	How long have you served in your capacity as per your title?(years)							
	Less than 4	4-7	8-11	12-15	More than 15			
5	What is your highest level of education?							
	Masters	Bachelors	Diploma	Others(specify)				

PART B: Transformational leadership

Please respond to all items by ticking the appropriate boxes on a rating scale from 1 to 5 as: **1(for Not at all), 2(for Once in a while), 3(for Sometimes), 4(for Fairly often and 5(for Frequently if not always).**

(a) Head teacher's Individualized Influence Behaviors

Idealized influence is defined as fulfilling the needs of other people before your own needs, shunning the use of power for own benefits, exhibiting high ethical standards, and setting challenging but achievable goals for your followers. Hence, head teachers act as real role models for their teachers.

Idealized Influence Behaviors:

No.	Statement	1	2	3	4	5
1	My head teacher considers the goals of the schools before his/her own goals.					
2	My head teacher is open for criticisms					
3	My head teacher emphasizes the importance of having goal					
4	My head teacher takes risks towards determined visions					
5	My head teacher acts as role models for solving the problems					
6	My head teacher behaves in a manner that commands respect and trust					

Adapted from Bass and Avolio (2004) and modified by researcher

(b) Head teacher's Inspirational Motivation Behaviors

Inspirational motivation is when the head teacher motivates and inspires those around them by displaying enthusiasm and optimism, involving the teachers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes head teachers who motivate teachers to commit to the vision of the school. Head teachers with inspirational motivation encourage team spirit to reach goals.

Inspirational Motivation Behaviors:

	Questions: In my school, transformational leaders/I influence teacher commitment and performance by;	1	2	3	4	5
1	informing teachers of issues in their schools					
2	encouraging teachers to be innovative					
3	Celebrating/standing out for high performance of teachers					
4	being pessimistic about the future of their schools					
5	emphasizing the importance of team spirit					
6	believing teachers can reach determined goals					

Adapted from Bass and Avolio (2004) and modified by researcher

(c) Head teacher's Intellectual Stimulation Behaviors

Intellectual stimulation means the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. Head teachers with intellectual stimulation promote critical thinking and problem solving to make the schools better.

Intellectual Stimulation Behaviors:

	Item: In my school, transformational leaders/I influence teacher commitment and performance by;	1	2	3	4	5
1	prioritizing quality of work					
2	encouraging teachers in order to see the old problems in a new way					
3	being open to new ideas and also to different ideas					
4	providing diverse and basic necessities for solving problems					
5	urging teachers to attend different conferences and workshops related to their work					
6	asking teachers questions that compel teachers to think					

Adapted from Bass and Avolio (2004) and modified by researcher

(d) Head teacher's Individualized Consideration Behaviors

Individualized consideration refers to the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. Head teachers with individual consideration encourage teachers to reach goals that help both the teachers and their schools.

Individualized Consideration Behaviors:

	Item: In my school, transformational leaders/I influence teacher commitment and performance by;	1	2	3	4	5
1	letting teachers develop themselves and their strong sides					
2	dignifying the teachers who do good work					
3	considering teachers as special individuals but not merely as a member of the staff					
4	making teachers feel about their worries that they listen and care					
5	respecting teacher's ideas and trying to increase teacher's creativity					
6	helping teachers feel comfortable in their schools					

Adapted from Bass and Avolio (2004) and modified by researcher.

SECTION C: Teacher Performance Questionnaire

Please rate your performance in your school by ticking the most appropriate answer according to: **1(for Strongly disagree), 2(for Disagree), 3(for Not sure), 4(for Agree) and 5(for Strongly agree).**

SN	Item	1	2	3	4	5
Task Performance						
1	I possess adequate problem-solving skills					
2	I demonstrate a mastery of my work tasks					
3	I always make informed decisions about my work					
4	I meet all deadlines under all circumstances					
5	I pay attention to my work details and avoid mistakes					
6	I effectively use resources while performing my tasks.					
Contextual Performance						
7	I observe and fulfil instructions even when the head teacher is not present.					
8	I cooperate with other teachers in this school.					
9	I display proper school image and culture.					
10	I volunteer for additional responsibilities that contribute to school effectiveness.					
11	I am ready to help other teachers complete their work.					
12	I support and encourage co-teachers when they have problems.					

SECTION D: Teacher Commitment Questionnaire

Please rate your commitment in your school by ticking the most appropriate answer according to: **1(for Strongly disagree), 2(for Disagree), 3(for Not sure), 4(for Agree) and 5(for Strongly agree).**

SN	Item	1	2	3	4	5
Teacher Commitment to school mission						
1	I believe in and accept goals and values the of school					
2	I am willing to apply extra effort on the behalf of the school					
3	I wish to remain in this school.					
4	I have sense of loyalty to my school as my workplace and I identify with its culture and goals.					
5	I believe school goals have a lot of impact on my curriculum choices.					
6	We regularly review and where necessary revise our school goals and priorities.					
Teacher Commitment to profession						
7	I am willing to exercise extra effort in teaching effectively.					
8	I show greater interest in teaching my subject matter.					
9	I am willing to remain longer in the teaching profession					
10	I help new teachers in my school learn what is expected of them.					
11	I am ready to share ideas and materials with my fellow teachers.					
12	I seek help from colleagues when faced with new professional challenges					
Teacher commitment to students						
13	I work harder to make classroom activities more meaningful					
14	I work with parents to improve students' achievements.					
15	I am dedicated to help students learn regardless of their academic difficulties or social background					
16	I am willing to devote extra time to my students.					

Sample size table based on desired accuracy

Population Size	Confidence level=95% Margin of error			Confidence level=99% Margin of error		
	5	3	1	5	3	1
50	44	48	50	46	49	50
75	63	70	74	67	72	75
100	79	91	99	87	95	99
150	108	132	148	122	139	149
200	132	168	196	154	180	198
250	151	203	244	181	220	246
300	168	234	291	206	258	295
400	196	291	384	249	328	391
500	217	340	475	285	393	485
600	234	384	565	314	452	579
700	248	423	652	340	507	672
800	260	457	738	362	557	763
1000	278	516	906	398	647	943
1500	306	624	1297	459	825	1375
2000	322	696	1655	497	957	1784
3000	341	787	2286	541	1138	2539
5000	357	879	3288	583	1342	3838
10000	370	964	4899	620	1550	6228
25000	378	1023	6939	643	1709	9944
50000	381	1045	8057	652	1770	12413
100000	383	1056	8762	656	1802	14172
250000	384	1063	9249	659	1821	15489
500000	384	1065	9423	660	1828	15984
1000000	384	1066	9513	660	1831	16244

Source: Gill et al., 2010

Appendix C:

Strength of the correlation coefficient values

Size of correlation coefficient	Strength of the correlation
0.91 – 1.00 or -0.91 to -0.30	Very strong
0.71- 0.90 or -0.71 to -0.30	Strong
0.51- 0.70 or -0.51 to -0.30	Moderately strong
0.31 - 0.50 or -0.31 to -0.30	Weak
0.01 – 0.30 or -0.01 to -0.30	Very Weak
0.00	No Correlation

Source: Chua (2009)

Appendix D:***Reliability of Cronbach's Alpha (α)***

Cronbach's Alpha (α)	Internal consistency
0.9 - 1.0	Excellent
0.8 - 0.9	Good
0.7 - 0.8	Acceptable
0.6 - 0.7	Questionable
0.5 - 0.6	Poor
0.0 - 0.5	Unacceptable

Appendix E:*Plagiarism test report*

Mediating effect of teacher
commitment on the
relationship between
transformational leadership
and teacher performance in
Secondary Schools

by Patrick Opwonya

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