

**TRANSFORMATIONAL LEADERSHIP AND COMMITMENT OF TEACHERS IN
SECONDARY SCHOOLS IN BUWENGE TOWN COUNCIL,
JINJA DISTRICT, UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I, Richard Ayaga, hereby declare that the content of this dissertation titled “Transformational Leadership and Teacher Commitment in Secondary School in Buwenge Town Council of Jinja District, Uganda” is entirely my original work, except where acknowledged, and has never been submitted or presented to any University or institution of higher learning for an academic award.

Signed.....

Date

Richard Ayaga

APPROVAL

This is to certify that this research Report by Richard Ayaga titled “Transformational leadership Style and teachers’ commitment in secondary schools in Buwenge town council of Jinja district, Uganda” has been submitted for examination with my approval as a research supervisor

Signed..... Date

Dr. Father John Bosco Ssetumba

Signed..... Date

Dr. Edith Namutebi

DEDICATION

The research is dedicated to my children Dr. Becky Tulutuka, Amon Ayaga, Elvis Ayaga, Prescar Alitwala, Ian Ayaga, Evans Ayaga, Joy Shammah, and Monic Kwagala. Then to my mother Monic Nakyesa, Joyce Kaiji, and my dad Wilson Nandhala.

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LIST OF ABBREVIATIONS AND ACCRONYMS

BOG:	Board of Governors
COVID19:	Corona Virus of 2019
CPD:	Continuous Professional Development
CVI:	Content Validity Index
IR:	Irrelevant
KI:	Key Informant
OECD	The Organization for Economic Cooperation and Development
PISA	Program for International Student Assessment
PTA:	Parent Teachers Association
R:	Relevant
SPSS:	Statistical Package For Social Scientists
USA	United States of America

ABSTRACT

The study investigated the relationship between transformational leadership and commitment of teachers in secondary schools in Buwenge town council of Jinja district, Uganda. Study objectives included; to investigate the relationship between inspirational motivation and teacher commitment; to assess the relationship between intellectual stimulation and teacher commitment; to examine the relationship between individualized consideration and teacher commitment. The research hypotheses were; H₀₁: there is no statistically significant relationship between Inspirational Motivation and Teacher commitment; H₀₂: There is no statistically significant relationship between Intellectual Stimulation and Teacher commitment; H₀₃: There is no statistically significant relationship between Individualized Consideration and Teacher commitment. The study used a cross-sectional research design on a sample of 90 respondents employing both quantitative and qualitative analysis methods. The researcher applied purposive sampling and simple random sampling procedures. Quantitative data was collected using a pretested structured self-administered questionnaire, entered into Statistical Package for Social Scientists (SPSS 24.0) analyzed using descriptive statistics specifically frequencies, percentages and means. Inferential analyses particularly correlation and regression analyses were also carried out. Qualitative data was collected using an interview guide and the data were later thematically analyzed. Study findings showed that there was a positive and significant relationship between inspiration motivation and teacher commitment ($\beta=0.485$, $p = 0.000 < 0.05$), a strong positive and significant relationships between intellectual stimulation and teacher commitment ($\beta=0.073$, $p = 0.524 < 0.05$) and a positive and significant relationship between individualized consideration and teacher commitment ($\beta=0.239$, $p = 0.024 > 0.05$). Conclusively, the research accepted the two hypotheses (H₀₁ and H₀₃) that suggested that there was no statistically significant relationship between inspiration motivation, individualized consideration and teacher commitment. While on the other hand the H₀₂ was rejected. There is a need for the administration of Private secondary schools to improve teacher remuneration as a means of promoting intrinsic motivation and commitment while providing teacher mentorship and coaching.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Employee commitment has become the focus of managers in organizations today (Chelliah, Sundarapandiyan & Vinoth, 2015). This is because performance in any organization depends on the level of supervision by the line manager, and for the employees to be committed to the goals of the organization. This arises due to a competitive business environment (Radosavljević, Čilerdžić & Dragić, 2017).

1.1 Background to the Study

1.1.1 Historical Perspective. Worldwide, teacher commitment in schools has been a very touchy issue with countries adopting not only a variety of measures such as new policy formulation but also norms such as professional efficiency, team work, collegial support and systems to aid its commitment (Singh & Chaudhary, 2015).

In the education, commitment of teachers is an issue that continued to bog policy makers. For instance, in the USA, there is a big challenge of continuance commitment. Approximately, 29% of beginning teachers leave teaching in the first three years of their service and 39% leave teaching after five of service (Kharismawan, 2020). In the European Union in countries such as Britain, Sweden, Switzerland, Spain, Belgium, Ireland and the Netherlands, the rate of teachers leaving the profession is between 9.1% and 10.3% (Stromquist, 2018).

In Asian countries especially East Asia countries such as China, Taiwan, Japan, Hong Kong and Korea, a summit was organized in 2022 for the Asia –pacific region to address the challenges at hand especially commitment of teachers and learners achievement

compared to other countries (OECD, 2022). For instance, the 2018 survey of OECD Program for International Student Assessment revealed that Taiwan, Hong Kong, Korea, and Japan were in the worse ten countries for mathematical literacy of fifteen year old students. To the contrary, Singapore performed excellently which is attributed to teacher commitment which embraced teamwork and staff collaboration (OECD, 2018; OECD-PISA, 2015). Similarly, teacher commitment in Thailand initially was not good because of the fact that it was neither valued nor closely monitored (OECD, 2010). However, with the recent globalization, teacher commitment has become an issue in such a way that different stake holders have been brought on board to closely monitor the teaching and learning process since the institutional tasks are now shared (Goodarz & Gominian, 2016).

On the other hand, in sub-Saharan Africa, commitment of teachers is also a big challenge. A survey on the majority of education unions (60 per cent) of teachers in sub-Saharan Africa revealed that attrition rate of primary teachers was at 44% which created serious shortages of teachers (Symeonidis, 2017). Even those who stay in schools, teaching is low. For instance, while the national policy expects teachers to spend between 64% -79% of the 35-hour weekly schooling period doing actual teaching (Zengele, 2009), on average teachers spend 43-46% of their time in the classroom teaching. In some schools hardly any teaching takes place after lunch on Fridays (Mampane, 2011). Ozoemena (2021) indicated that in a country like Nigeria, teachers especially in public schools have a tendency of devoting more of their energies to trade-union matters for better conditions of service rather than attending to the pupils. Still in Nigeria, Akinwale and Okotoni (2019) reported that teachers are not committed to the schools and teaching profession with most of the teachers not willing to go an extra mile in order achieve educational goals of the schools attained. Accordingly, majority of the teachers in Nigerian schools saw the teaching profession as the

last option and only resort to teaching after failure to get jobs in other professions. Therefore, teachers lacked both continuous continuance and affective commitment.

Furthermore, East African countries like Tanzania, a greater percentage of the schools are still challenged with teacher commitment which frustrates both the parents and learners (Nghambi, 2014). Similarly, Kenyan teacher commitment is still low and static as reported by (Chepkoech, 2016), Data shows that up to 12% of teachers were found to be absent from school on any given day, a probable demonstration of lack of teacher commitment. Accordingly, this low teacher commitment is a result of failure to follow the standardized education policies and practices (Murunga & Muema 2023). Specifically, for this study, commitment of teachers was looked at considering the factor transformational leadership with its rich dimensions of inspirational motivation, intellectual stimulation and individualized consideration was a driving force to change teachers' perception of the teaching profession due to the spices of its dimensions such as inspirational motivation, intellectual stimulation and individualized consideration.

Scholars such as Ajayi (2016) suggested that transformational leadership greatly influenced teacher commitment. However, transformational leadership was still a challenge because most school leaders use the directive approach of supervision not creating appropriate teacher commitment which creates a poor conducive environment and unhealthy cordial relationship among teachers for teaching and learning to have deep roots. Notably, leadership style adopted by the school administrators in Ugandan varies from one school to school; as some schools adhere to autocratic style, others are in for democratic, yet some cherish lessesfaire which in return create differences in teacher commitment (Nakanwagi, 2016). This attracted the attention of study basing on the transformational theory because of its rich constructs to examine the relationship between transformational leadership dimensions which are a notion from the theory (inspirational motivation,

intellectual stimulation and individualized consideration) and commitment of teachers (normative, continuous and affective).

1.1.2 Theoretical Perspective. The study was guided by the Transformational theory. This Theory was advanced by James Mac Gregor Burns (1978) as cited by Wehrich and Koontz (2005). The theory was based on the assumption that by way of visualization and enthusiasm, a person can accomplish immense possessions. People will believe in a person who inspires them, to achieve the set targets normally through keenness and vigor. The hypothesis offered that (Head teachers) are justified in their roles to spot the desirable alteration, creating a mental picture, and executing the change in the dedicated staff as instruments to the teacher commitment (Mert, Keskin & Bas 2010).

The theory was preferred in this study because it awakens people to accomplish unforeseen or extraordinary consequences which embraced the intellectual stimulation. It also gives employees independence over explicit jobs, thus promoting inspirational motivation and the power to make decisions once they have been offered the skills which directly follows in the docket of individualized consideration. This promotes a positive attitude among the followers and the organization moves to greater a height which drives teacher commitment (Wehrich & Koontz, 2015). In management, Transformational leadership is therefore proud of its dimensions which provided immediate self-interests to employees. According to the transformational theory, as used for underpin, the head teacher's leadership style influences teachers' commitment (normative, emotional, and continuous) by outlining and clarifying the steps necessary to reach the predetermined goals. This theory therefore guided this study as it dealt with operations of the people within the organizational structure and how they adhere to the organizational characteristics in order to achieve organizational effectiveness.

Based on work by Burns (1978), transformational leadership is viewed as a constellation of three behaviors including the ability of leaders to inspire employees (known as inspirational motivation leadership), work with employees individually to meet their idiosyncratic needs (known as individualized consideration) (Bass, 1985), and encourage creative and effortful problem solving (known as intellectual stimulation) (Seltzer & Bass, 1990).

1.1.3 Conceptual Perspective. Organizational commitment is the degree to which an employee identifies with the goals and values of the organization and is willing to exert effort to help it to succeed (Meyer, Kam, Goldenberg & Bremner, 2017). Organizational commitment describes the extent to which the employees of an organization see themselves as belonging to the organization and feel attached to it (Leite, Rodrigues & Albuquerque, 2014). Teacher commitment as the dependent variable was measured in form of Normative, affective and continuous commitment. According to Allen (2017) teacher commitment is part of teachers' sentimental reaction to their incidents in school surroundings. It can be seen as a fraction of the academic actions or approaches linked with the proficient manners of teachers.

Organizational commitment is a multi-dimensional concept that describes affective, continuous and normative behaviors (Mercurio, 2015). Affective Commitment reflects commitment based on emotional ties the employee develops with the organization basically through positive work practices (Scheible & Bastos, 2013). Continuous commitment refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying (Bahrami et al, 2016). Normative commitment refers to behavioral and attitudinal situations to reach organizational goals that occur from the feeling of responsibility of employees for their organization (Meyer et al., 2013).

According to Meyer and Herscovitch (2001), Commitment of employee was viewed as “a strength that knits an individual to a path of accomplishment of relevance to single or additional targets”. However (Park et al, 2022) contends that Organizational commitment is derived from individuals’ evaluation of a work situation in an organization. It is the psychological attachment between a member of staff and the institution.

In view of this research, teacher commitment refers to the personality of individuals’ affiliation with the school; it embraces a well-built desire to be part of the institution, willingness to live a life of self-denial for the sake of the organization and the entire team as well as adhering to set policy guideline and objectives of the organization.

On the other hand, different scholars have put forth various definitions of transformational leadership, but the most satisfying one that is endearing in the literature on leadership is; when a leader transforms his group, inspires them, builds their confidence, encourages them to perform tasks, admires and develops their creative ideas (Okoth 2018).

The researcher used transformational leadership as the independent variable while the commitment of teachers was the dependent variable. Transformational leadership styles were measured in the form of three outstanding mechanisms, which included: inspirational motivation which embraces clear vision, optimism, inclusion and productivity, then intellectual stimulation which focuses on innovation, creativity, goals and challenges. Individualized consideration which considers mentorship, empathy, purpose, strength and skills was used last.

1.14 Contextual Perspective. According to the new vision, February/12/2014 which published Uganda's progress report 2012 on the achievement of the millennium development goals, it was unearthed that the student population in Sub-Saharan Africa was increasing steadily but the gap existed in the world of teacher commitment towards their

duty. According to Dey & Bandyopadhyay (2019), it was pointed out that due to the underprivileged teaching environment not being fostered by the head teacher, retention of pupils in the same class cannot be escaped. Similarly, in the research carried out by Uwezo (2014) about the East African region schools, it was found out that up to 12% of teachers were found to be absent from school on any given day; a probable demonstration of lack of teacher commitment. A similar view is held by Kibirango et al, (2017) in his report where he posited that in Uganda 29% of teachers were not in attendance at school on a prearranged day. This was in agreement with Olurotimi et al (2015) research findings about Public secondary schools in Mbale municipality.

Teacher commitment in both private and public secondary schools has been described as being unfavorable in Buwenge Town Council of Jinja District (Jinja District Education Officer Report 2018). The report also exposed how teachers hardly ever show up at workplaces to accomplish tasks. In the annual report published by the office of the district education office in Jinja 2019, it quoted that teachers are irregular at school as evidenced by the school data and spot inspection. They do not mark students' scripts, which has resulted in high dropout and low retention rates and poor level of achievement among the students studying in Jinja District. This poses a question as to why a worrying trend has eaten up the muscle of the education sector in secondary schools in Jinja District with specific reference to the teacher commitment.

1.2 Statement of the Problem

Teacher commitment in secondary schools has always been a challenge, more so Buwenge town council in Jinja district as evidenced by the education report published by the District Education Officer, which illustrated that teachers taught in more than one school, gave

limited attention to students work and progress, teacher absenteeism, and failed to execute all their professional duties (Jinja District Local Government, 2019). The ministry of education and head teachers of various schools have tried to establish traditions that involves timely payment of salaries ,organizing induction courses for teachers especially for science subjects, regular supervision and monitoring of the different activities, carrying out regular scheming and lesson planning, carrying out CPDs/workshops, collaborating in carrying out school activities such as joint teaching and communal support to one another, attending school meetings and involvement of different staffs in decision making.

Nonetheless, teacher commitment still remains challenging. For instance, in the last five years, out of the fifteen secondary schools in the town council thirteen have had series of strikes, frequently changed administration, scored the highest rate of failures in external exams, high rate of child abuse, and internal strife, School fires and unresolved grievances (Department of Education, Jinja District 2016 - 2019, Busoga Kingdom Education Report 2017 - 2019, Busoga Diocese Report 2017). Generally, if the problem of low commitment of teachers remains unattended to, whether it was the inappropriate leadership style, the schools would remain stagnant thus, research was mandatory.

1.3 Purpose of the study

The purpose of the study was to determine how teachers' commitment and transformational leadership were related in secondary schools in Buwenge Town Council in Jinja district.

1.4 Objectives of the Study

The following goals served as the researcher's direction and inspiration as he carried out the study:

1. To investigate the relationship between inspirational motivation and teacher commitment in secondary schools in Buwenge town council.

2. To assess the relationship between intellectual stimulation and teacher commitment in secondary schools in Buwenge town council.
3. To examine the relationship between individualized consideration and teacher commitment in schools in Buwenge town council.

1.5 Research Questions

The study was guided by the following research questions;

1. What is the Relationship between inspirational motivation and teacher commitment in secondary schools in Buwenge town council?
2. What is the Relationship between intellectual stimulation and teacher commitment in secondary schools in Buwenge town council?
3. What is the Relationship between individualized consideration and teacher commitment in secondary schools in Buwenge town council?

1.6 Research Hypotheses

- H₀₁: There is no statistically significant relationship between Inspirational Motivation and commitment of teachers in secondary schools in Buwenge town council, Jinja District.
- H₀₂: There is no statistically significant relationship between Intellectual Stimulation and Teacher commitment in secondary schools in Buwenge town council, Jinja District.
- H₀₃: There is no statistically significant relationship between Individualized Consideration and commitment of teachers in secondary schools in Buwenge town council, Jinja District.

1.7 Scope of the study

1.7.1 Content scope. The study focused on teacher commitment (normative, affective, and continuous commitment) as the dependent variable and transformational leadership (inspirational motivation, intellectual stimulation, and individualized consideration) as the independent variable

1.7.2 Geographical scope. The study was conducted at a few particular schools in Buwenge town council, Jinja district. The schools were selected because they have been in existence for a long time, have had a high teacher turnover, and frequently changed administration yet they are accessible. Therefore, they were best suited to provide adequate information in relation to the administrator's leadership styles and teacher commitment.

1.7.3 Time scope. Five (5) years, from 2016 to 2021, were taken into consideration. This was due to the low teacher commitment in secondary schools in Buwenge Town Council which drew a critical concern among educationists.

1.8 Significance of the study

The decision-makers, funding agencies, school management committees, teacher education development authorities, and other key players in education will greatly benefit from the research information obtained from this study by internalizing the available data, scrutinizing and identifying aspects of it that could be of value to foster teacher commitment in their institutions.

To the policy makers including the executive and parliament, the findings of study could provide a baseline data for the formulation of appropriate leadership policies in general and specifically for educationists at ministry level, related agencies and districts.

This might consequently serve to promote organizational commitment among teachers in secondary schools.

To institutions such as schools, the findings are expected to help head teachers, other school administrators to check their leadership style while working with teachers to promote secondary education. This is expected to improve management style and directly translate into increased organizational commitment of teachers in secondary schools.

The head teachers, parent-teachers association (PTA), Board of Governors (BOG), and district education actors might be given the opportunity to direct their efforts and resources to the actual problem of the teachers and also take necessary measures that strengthen their commitment.

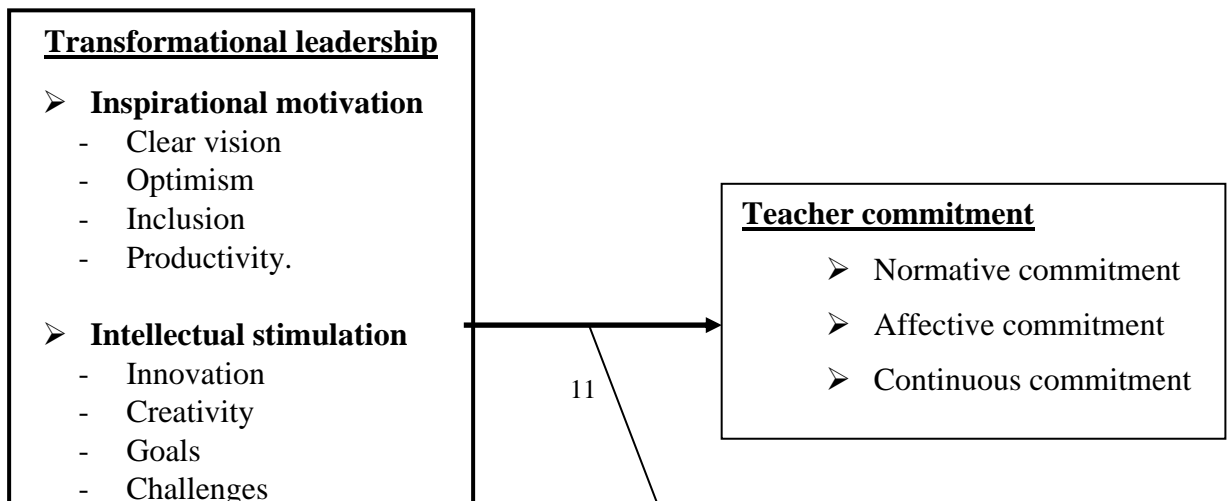
The research could provide an opportunity to head teachers to review their leadership styles and find ways of redesigning their various approaches for improving commitment of teachers as well as students' achievements in line with the leadership styles perceived to be the most effective in fostering commitment of teachers.

1.9 Conceptual Framework

The study on Transformational leadership (IV) and commitment of teachers (DV) can be put in the following mode.

Independent variable

Dependent variable



Moderating variables

- Work conflict
- Tasks
- High quality social network

Sources: Concepts adapted from existing literature: (Suman and Srivastava (2012); and Meyer et al. (2013), Abwalla (2014) and customised by the researcher.

Figure 1.1:

Conceptual frame work relating transformational leadership and teacher commitment

Figure 1.1: Demonstrated how a transformational leadership style affects teacher dedication by giving them individual attention, stimulating their minds, influencing them in an idealistic way, and inspiring them. Teachers' commitment was conceived as normative, affective, and continuous commitment, the dependent variable.

Inspirational motivation dimension is characterized by trustworthiness, team building, integrity, developing talent, clear communication of vision among others. Intellectual stimulation leadership encourages innovation and creativity and critical thinking as well as arousal of followers thoughts.

Conflict within the organization is referenced to as the conflict paradox; a perspective that demonstrates increase in teacher engagement, yet most companies attempt to reduce conflict (Robins, 2002). Examples of this include relational conflict versus task conflict, team commitment, and team membership. There is a positive and negative value of commitment in carrying out tasks and conflicts in relationships.

1.10 Limitations of the study

Limitations are internal factors imposed by research on the study which is probable to lower the weight and consistency of the study (Oso & Onen, 2005). The choice of a study design where the findings are generalized from a single point (Buwenge Town Council) was not able to sufficiently measure the effect and connection between teacher commitment and transformational leadership at the district level. It was possible that some of the respondents misunderstood the study's objectives and research questions.

1.11 delimitations of the study

Delimitations are distinctiveness that limited scale and illustrated the margins of the study, for example, the sample size, environmental location or setting where the study takes place, and population traits. This arose due to insufficient time, or financial constraints to carry out the scale and illustrate the margins of the study.

1.12 Key study variables

Commitment:

Dedication or a strong belief in the achievement of an institution's vision and mission

Individualized Consideration:

The extent to which a leader attends to each follower needs and is a mentor, coach and guide to the followers.

- Inspirational Motivation:** This is when a leader intrinsically encourages employees and elicits their commitment to the mission and vision of an institution.
- Intellectual Stimulation:** This means employees are given opportunity to engage in critical thinking and problem solving.
- Transformational Leadership:** A leadership style where a leader encourages, inspires and motivates employees to innovate and create change that will help grow and shape the success of an institution.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed related literature by different authors on Transformational leadership and teacher commitment. The information was a combination of extracts, paraphrased statements from text books, journals, magazines, and print media among others. Literature was reviewed according to study objectives spelt out in chapter one.

2.1 Theoretical review

The core construct of the subject in question was directed by the transformational theory advanced in 1978 by James MacGregor Burns. The theory embraces how the head teachers look at the positive notion of the transformational theory by creating a mission, identifying the new strategies needed to cause a change in the school, and also guiding change through inspirational channels as well as executing the desired change to committed teachers as devices to teachers' commitment.

Besides the managerial role that is greatly advocated by James Mac Gregor Burns (1978), a leader is driven to persuasively entice the followers to strike high towards the attainment of long and short-term objectives of the organization, stimulate employees to foster required change, attitudes and ethics, and also drive the employers expectations to greater heights (Tengi et al., 2017). The circumstances under which the theory was chosen were based on the drive to work beyond the expected performance of the employees, identify the gap among them, and policies to motivate their endeavors as well as seek to satisfy the higher needs of the follower.

Based on work by Burns (1978), transformational leadership is viewed as a constellation of three behaviors including the ability of leaders to inspire employees (known as inspirational motivation leadership), work with employees individually to meet their idiosyncratic needs (known as individualized consideration) (Bass, 1985), and encourage creative and effortful problem solving (known as intellectual stimulation) (Seltzer & Bass, 1990).

2.2 Review of related literature

2.2.1 Relationship between Inspirational Motivation and Teacher Commitment.

According to Bass and Avolio (2004), the core construct of Inspirational motivation is derived from the deployment of persuasion along with educational styles of impact. In this method, the leader assign tasks to the staff which are challenging to inspire them build a strong vision for the school or organization. Arising from the current trend as observed by the head teacher, institutional objectives are drawn which support the attainment of personal aims (McCleskey, 2014). The importance and challenge provided by the leaders motivate and propel human resources to achieve the organizational objectives which inspire the team to work together, be passionate, and happy by sharing a positive future vision with them and setting high expectations for followers to meet (Gomes, 2014).

Whereas the above assertion holds water, according to Renjith et al. (2015), the time devoted by the leader to explain the rationale for the core existence of the organization is key to driving employees to love the institution. This entails giving a hand to individual staff as well as explaining the mission, vision and the outstanding aims or the existence of the organization. This inspires the human resource to steer the requirements of the firm thus demonstrating strong affection for the organization hence commitment (Popa, 2012).

Banjarnahor et al. (2018) investigated the influence of inspirational motivation styles on organizational commitment of elementary school principal organizational commitments in Medan in Indonesia. The study used junior high school principals as units of analysis. Structural modeling results revealed that inspirational motivation style had a significant positive effect on and organization commitment. On their part, Bhatti et al. (2018) examined the mediating role of affective and cognitive trust, and the moderating role of continuous commitment on transformational leadership and organizational citizenship behavior relationships using employees in the hotel industry in Pakistan. Their correlation analysis revealed existence of a positive significant relationship between transformation leadership and continuance commitment.

According to Sundi (2013), the behavior of the leader to recognize individual worth and achievement, a similar point of interest, and appreciating teamwork inspires the employees to work beyond their expectations. The leader speaks aloud of the vision in an attractive and stimulating manner to the staff. The same assertion is held by Welch (2011), who believed that assigning challenging tasks to team beyond their levels motivates them to hit the target cheerfully and at the same time offering strong attachment to the task and future goals to be attained. This should also be supported by communication skills of the leader which is persuasive when articulating the vision. In both inspirational motivation and idealized leadership, appeal is held to motivate human resource in the organization and give confidence to staff which become the culture of the organization a central part to teacher commitment (Qu, Janssen & Shi, 2015).

Further, Miao, Newman, Schwarz and Xu (2013) examined whether participative leadership engendered organizational commitment among Chinese civil servants. Structural equation modeling analysis revealed that there was a significant relationship between supervisor-level participative leadership and the affective and normative commitment of

subordinates, but no relationship with continuance commitment. Participative leadership of supervisors elicited higher levels of trust leading subordinates to reciprocate through exhibiting higher levels of organizational commitment. Mugizi, Bakkabulindi and Bisaso (2015) carried out a review seeking to identify the antecedents of employee commitment in an organizational context. The review indicated that employee participation was an antecedent of employee commitment.

To attain the higher targets set by the Leaders, the staff is motivated through working on challenging tasks set by the supervisor; this is done through motivational speeches, conversations, and other public displays showing the positive trend and the positive impact which enhances teamwork, (Den & Belschak, 2018). Similarly, Vincent-Hoper, Muser and Janneck (2012) contend that employees feel encouraged about the future goals of the organization and in turn, un-earth their full potential to attain the vision and mission of the institution to boost productivity; hence more time to achieve the desired objective as persuasively communicated by the leader.

According to Wang and Howell (2012), intrinsic motivation developed by the leader inspires the employees to work hard to achieve the intended objective; this is done by the leader using symbols to entice the employees towards achieving the objectives of the institution. Communication is another avenue through which to achieve some desired objectives that seem too hard to achieve, it entails clarification of issues done to persuade members about the future state of the institution. Awareness is made to raise the potential of the followers which is hidden as a way of creating a strong love for the institution as well as inclusion. A leader who is inspiring will convince their followers that they have the ability to achieve levels beyond the possible. He or she will clarify the future state, provide a vision of the future and should therefore elevate the expectations of his or her followers. To Bae and Hong (2012), a Vision is an image, where practical things are achieved, authentic and

enhanced than the current state. The intensity of vision is perhaps the most grounded motivator for change, inclusion, productivity and improvement, the foundation of the organization is believed be to the vision which inspires the supporters to achieve them. The vision which is the mirror gives inspiration to the firm (Ruggieri & Abbate 2013).

Friendship, prompt eagerness, and confidence are created by the leader at the workplace through giving important and challenging tasks thus creating a bond around the leader which stimulates the employees to focus on the aims to achieve the mission. To Welch (2011), innovation and competitiveness are seen as strong parameters affecting the effectiveness and employee engagement of an organization in the entire world.

As mentioned by Lockwood (2007), the relationship between the head teacher and the staff determines the nature of engagement and commitment prevalent in the institution. The manager-employee relationship is often the “deal breaker” in relation to retention. In 2006 research was carried out by a Research Consultancy firm, on the relationship between the leader and the employees, the findings portrayed that the trust exhibited by the employee in the manager made them to have more pride in the organization coupled with personal talents to attain organizational success.

According to Gill, Flaschner, and Bhutani (2010), the commitment of employees depends on the leadership style applied; transformational leadership reduces stress in the workplace. Employees’ task attainment signified a positive correlation of worker implementation; the collective decision allowed by the head teacher gives freedom to workers to fully be committed to the organizational goals (Avolio, Zhu, Koh, & Bhatia, 2004).

In their study, Astuty and Udin (2020) analyzed the effect of perceived organizational support on employee performance and affective commitment of employees in Central Java, Indonesia. The results indicated that perceived organizational support had

a significant effect on affective commitment. In a meta-analysis, Cilek (2019) investigated the effects of inspirational leadership support of school principals on teachers' organizational commitment in Turkey. The results of the random effect model showed that leadership has a very strong and positive effect on teachers' organizational commitment. Particularly, the transformational style affected organizational commitment of teachers. Further, Kalidass and Bahron (2015) investigated the influence of perceived supervisor support, perceived organizational support and organizational commitment of employees. The findings showed that there was a significant relationship between perceived supervisor support, perceived organizational support and organizational commitment.

Inspirational motivation arises from the use of both effective and communicative styles of influence. This behavior articulates the importance of leaders communicating high expectations to employees, inspiring and motivating them by providing meaning and challenge to the employees so that they can develop a shared vision in organizations (Bass & Avolio, 1994). Inspirational managers align individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives. Inspirational motivation makes use of behavior to motivate and inspire employees by offering a shared meaning and a challenge to the followers (McCleskey, 2014). The leader offers meaning and challenge that motivates and inspires the work of the employees. In this regard, the leader promotes team spirit, enthusiasm, and optimism in their followers by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve (Gomes, 2014). The alignment of individual needs with the needs of an organization is a fundamental strategy of inspirational motivation. Transformational leaders attempt to nurture the spirit of teamwork and commitment by clarifying the vision, mission and strategic goals of the organization and creating a strong sense of determination among the employees (Renjith et al., 2015).

Inspirational motivation translates to confidently and positively communicating the vision, showing energy and enthusiasm in order to create an appealing and convincing vision (Popa, 2012). Transformational leaders should, therefore, behave in such a way, which motivates and inspires employees (Sundi, 2013). Such behavior includes implicitly showing enthusiasm and optimism of employees, stimulating team work, pointing out positive results, advantages, emphasizing aims, stimulating employees.

Loy (2020) discovered that the practice of transformational leadership among principals had a big influence towards the level of commitment among teachers. Apart from this, Rohaiza (2016) conducted a survey on the relationship between the transformational leadership and teachers' occupation pleasure which involved 189 teachers as the respondents in secondary schools in Hulu Perak. The findings revealed that there was a insignificant relationship between the transformational leadership practiced by principals with the commitment among teachers. Teachers loved to be appreciated and become more productive when they were frequently acknowledged by their principals. Could this be the same trend in Buwenge town council, Jinja district or the reverse?

Further, Miao, Newman, Schwarz and Xu (2017) examined whether transformational leadership engendered organizational commitment among Chinese civil servants. Structural equation modeling analysis revealed that there was a significant relationship between supervisor-level inspirational motivation and the affective and normative commitment of subordinates, but no relationship with continuance commitment. Participative leadership of supervisors elicited higher levels of trust leading subordinates to reciprocate through exhibiting higher levels of organizational commitment. Mugizi, Bakkabulindi and Bisaso (2015) carried out a review seeking to identify the antecedents of employee commitment in an organizational context. The review indicated that employee participation was an antecedent of employee commitment.

The literature above shows that there has been an effort to relate transformational leadership and commitment of employees. However conceptual and empirical gaps emerged, at conceptual level, literature revealed that limited studies have been carried out Park et al (2022) where commitment is derived from individual evaluation. To Bass & Avolio (2016) emphasis is put on persuasion along educational styles, Gomes (2014) inspire team to work together and be passionate. Institutional objection drawn to support attainment of personal aims (McCluskey, 2014). This contradicts Renjith et al, (2017) assert that the existence of the organization is a driving factor to commitment of staff; the same view is held by Sundi (2013) commitment is depend on the leadership behavior similar view held by Welch (2011) assigning tasks motivate staff to achieve targets. These gaps made it essential to carry out a study to further examine the concept and to determine the relationship between the variables.

2.2.2 The Relationship between Intellectual Stimulation and Teacher Commitment.

Intellectual stimulation embraces turning the old events into new situations, inventive and imaginative through questioning assumptions and looking at challenges in a simpler perspective (Avolio & Bass, 2004). In this aspect the weaknesses of the employees are not made public and one is encouraged to think outside the box so that he is more creative. Leaders persuade the employees to take on new ideas, innovations and problem solving hence encouraging followers to new approaches which represented a core component of transformational leadership.

Similarly (Bass & Avolio, 2004; Elkins & Keller, 2003; Sundi, 2013), were in agreement with the new approaches to problem solving to create a new trend of argument and pace for the organization. Leaders encourage employees to question the ideas, ethics and assumptions and where need be those that are out dated to problem solving are

questioned. This empowers the employees to create a strong sense of belonging which strengthens the commitment of staff for the company's ability to fulfill objectives through the persistence and unwavering commitment of personnel (Anjali & Anand 2018). In the review carried out by Mugizi, Bakkabulindi and Bisaso (2015) seeking to identify the antecedents of employee commitment in an organizational context. The review indicated that employee participation was an antecedent of employee commitment.

A study by Olurotimi (2015), investigated the influence of motivational factors on teachers' commitment in public Secondary School in Mbale Municipality. From the findings the study revealed that when offered various training programmed, attend conferences, seminar and refresher courses. It tends to increase their growth and boost their morale to work at higher level of commitment. The findings are in line with the findings of a study done by Burke (2019) who found that employees that participated in most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit (Gamoran, 2017).

Re-examination of difficult times is vital among leaders which help in changing the dimensions of looking at problems (Stone, Russell & Patterson, 2004). Anew approach is embraced which include persistently teach the employee; investigate situations, support the new innovations and ideas for the organization get out of challenges (Bass & Avolio, 2004; Bass, 2006). Similarly, Bycio, Hacket and Allen (1995) in the study found a positive impact of intellectual stimulation of leadership as a result of the extra effort put in by the employee. According to Avolio and Bass (2004), leaders who can "distinguish, figure out, comprehend, convey eloquently to their associates the opportunities at hand and coercion facing their organization as well as its strengths, limitations, and relative advantages" is one who is intellectually interesting.

According to Ishaq (2008), the degree of bridging the communication gap with followers was Key Avenue of lessening stress among the subjects. All the previous deeds which could have been done are dispelled and a new chapter is opened to create an open-mindedness environment which draws people back to question their values and beliefs in society. Dialogue is seen as a tool towards solving the institutional problems at hand.

The cordial relationship between leaders and employees empowers them to tackle challenges as well as new dimensions hiccups faced by the employees (Yunus & Anuar, 2017). Leaders especially in big companies embrace innovations, personnel that have a growth attitude and shared remorselessness, enthusiasm of tribulations as a driving factor to growth and commitment of employees (Bhatia, 2013). It was viewed as the power to identify market opportunities and innovations which enhance development and staff commitment (Burton & Thakur, 2009). Intellectual stimulation leadership supports workers to reflect innovatively, investigate challenges from different dimensions and then discover new solutions through technological advancement.

According to Yasin et al., (2014) intellectual stimulation, innovations and staff commitment are bedmates; he carried out this investigation in Indonesia. The findings from this research reveal that innovations and higher commitment of staff is a drive which transformational leadership cherish. However, this study was done in Indonesia and cannot be generalized to the Ugandan context particularly to schools in Buwenge town council.

In the study carried out by Jung, Chow, and Wu (2003) in telecommunication companies to find out the impact of transformation leadership and creativity to the organizational development, a significant positive relationship was evident where innovation and empowerment took the center lead in organizational development and growth climate. In other similar studies done by Korean companies amounting to forty-six,

intellectual stimulation clearly portrayed a positive signal towards love for their jobs and profession leadership was sported to have a positive relationship with the employees.

In the study carried out by Akeel, Baker, and Subramaniam (2016) it observed the connection flanked by intellectual stimulation and staff commitment in the public sector, a total of 139 constituted the sample of this study and a deviation of 69.5% was realized, where a convenience sampling was applied to community organizations. Despite the inter-relatedness of the constructs under investigation, different researchers got contradictory findings. For example, Waldman and Atwater (1994) asserted that there is no correlation between staff commitment and intellectual stimulation, whereas a different view was held by Hoang et al, (2017), and Jaussi and Dione (2003). In conclusion, the findings reflected that intellectual inspiration leadership has an unconstructive effect on staff commitment thus creating an insight to investigate what drives the commitment of staff in Buwenge town council. This contextual gap and empirical gap made it imperative for this study in the context of Uganda using secondary school teachers in Buwenge town council to further test the relationship between the impact of intellectual stimulation and teacher commitment.

2.2.3 The Relationship between Individualized Consideration and Teacher Commitment.

The knitting factor between the employee and a leader is the development of the organization which promotes the selflessness of the personnel to achieve the intended objective leader looks at the staff from the perspective of the development of the organization and this becomes the priority matrix (Bass & Avolio, 2004). The realization of the intended outcome of the organization is largely in the space of the leader to manage events as they unfold among the committed team (Avolio, Gardner, Walumbwa, Luthan & May 2004; Snell, Stanley, Zhang, & Almaz, 2013). This creates a deeper thought to

investigate the backup opportunities offered by head teachers in secondary schools in Buwenge town council if any.

Abasilim, Gberevbie and Osibanjo (2019) examined the relationship between individualized leadership and employees' commitment using employees' in Lagos State Civil Service Commission of Nigeria as units of analysis. The results showed that this leadership dimension style had a negative and insignificant relationship with employees' commitment. Banjarnahor et al., (2018) investigated the influence of the transformation leadership style on organizational commitment of elementary school principal organizational commitments in Medan in Indonesia. The study used junior high school principals as units of analysis. Structural modeling results indicated that individualized consideration style had a significant positive effect on and organization commitment.

The induction of staff in an institution is a key component of individualized consideration in transformational leadership (Conger, 2014). Through the exercise employees' expectations, wishes, fears, needs, values and abilities take center stage thus creating confidence in a leader (Manteklow, 2011). Based on the above assertion, a transformational leader should know what drives every member of the staff individually.

Human desires and wants are diverse. A number of them want assurance, a few want pleasure and alteration; several prefer wealth, as well as leisure and fan. A leader, who is aware of the individual differences of his employees, exploits such knowledge in the quest for results using different methods to achieve the organization's vision (Conger, 2014). Transformational leaders apportion responsibilities to the employees aware of their differences and individual ability to have the tasks accomplished (Simic, 1998; Bass & Riggio, 2006; Conger, 2014). Based on the quick attainment of the intended results assigned to the individual, a leader sees the progressive commitment of such employees and acts of individualized consideration set in (Bass & Avolio, 2004).

In their study, Astuty and Udin (2020) analyzed the effect of perceived transformation leadership support on employee performance and affective commitment of employees in Central Java, Indonesia. The results indicated that perceived organizational support had a significant effect on affective commitment. In a meta-analysis, Cilek (2019) investigated the effects of leadership behavior of school principals on teachers' organizational commitment in Turkey. The results of the random effect model showed that leadership has a very strong and positive effect on teachers' organizational commitment. Particularly, the transformation leadership style affected organizational commitment of teachers. Further, Kalidass and Bahron (2015) investigated the influence of perceived transformational leadership support and organizational commitment of employees. The findings showed that there was a significant relationship between perceived supervisor support, perceived organizational support and organizational commitment.

The passion for the organization as well as for the employees drives the employees to explore beyond the boundaries of the job descriptions for each individual staff. This is through listening to new ideas, and concerns, treating them as individuals worthy respecting and getting to know about the social and welfare issues of the team. According to Kirkbride (2006), Hoffman & Frofst, (2006), training, empathy, mentoring, and teaching is central in transformational leadership. Employees are treated as important factor through tutoring and addressing their desires in the organizational growth to bring permanent development which was the core construct of this research.

Various researchers have carried out research in different companies to determine the effects of communication on staff commitment Mpungu's (2009). This was done on Telephone Network where a sample of 186 respondents consisting of all 43 managers, 21 heads of departments, and 122 employees were sampled. The outcome indicated a positive

correlation between communication and employee commitment which increases staff retention.

The indicators of transformational leadership have been put to test through research to investigate the interrelatedness and the empirical evidence on staff commitment: a sample of nine hundred respondents was taken through a questionnaire and interview, and a negative correlation was found (Tahir, 2015). However, this observation was not upheld by Kauffman & Bachkirova (2008) based on statistical evidence, it was found that a significant positive effect on employee commitment existed due to the support given by the leader through mentorship of the employee. This has raised the curiosity of the researcher to investigate whether the same gap where mentorship of the lower cadres is not done and only given to administrators do exist in secondary schools in Buwenge Town Council.

According to Sibson (2003), familiarity with the staff is a core aspect to have a strong relationship; this in turn aids honest feedback which creates a strong bond hence staff commitment. To strengthen the good relationship with employees, coaching is a key attribute to the successful accomplishment of tasks in a transformational setting. Orientation to the newly appointed staff was found to be vital for employees to successfully take on the roles in the organization. To many experts, it's a sign of value accorded to the employee with a specific performance yet to be embarked on with its associated tasks and acquaintances. According to Axmith (2015), a strong bond is built by the leader when he embraces coaching. Could this be a practice embraced in secondary schools in Buwenge town council where the orientation of staff is done or it's an avenue of self-discovery that creates a gap?

In another study, Nazir and Islam (2017) examined the relationships between perceived transformation leadership, employee engagement and affective commitment in the context of Indian higher education. The results revealed a positive influence of perceived

organizational support on employee affective commitment. Öztekin, İşçi and Karadağ (2015) examined the effect of leadership on organizational commitment in this meta-analysis study. The results showed that the effect of transformational leadership support on organizational commitment was medium-level positive effect. The literature above shows that scholars have made significant effort to relate dimensions of transformation leadership behaviors. However, while all the studies above suggest that there is a relationship between transformation leadership, none of the studies was carried in the context of developing countries of Africa and in particular Uganda. This contextual gap made it imperative for this study in the context of Uganda using secondary school teachers to further test the relationship between individualized consideration and teacher commitment.

Mentorship was another attribute of individualized consideration as advanced by Crompton (2012). Research was carried out to ascertain the effects mentorship on small and medium enterprises. It also examined the associated forward and backward linkages to the organization in line with the employee's level of confidence, its influence on staff commitment and professional growth. The results portrayed a positive outcome which was signal of practical benefits which enhance employee performance in the firm.

According to (Yukl, 2015), Leaders with traits of individualized consideration are strong advocates to change, discussions are often held in line with performance and then a collective decision is taken. Appreciation and recognition of staff through rewards is central to the committed staff through answerability, possession as well as involvement. Similarly, the same view is held by Osseo-Asare, Longbottom, and Murphy (2015) where the center of emphasis was education and training desired by leaders to attain skills to sustain quality staff. Hence staff commitment was an area of interest for the researcher in Buwenge town council.

Research was done in quest for employee commitment by Rahmisyari (2015), a positive notion was realized on one's love for the organization. In conclusion it was cited that transformational leadership collectively enticed organizational development (Lumempow & Rumokoy 2015). According to Harter, Schmidt, and Hayes (2002), when opportunities knock on the door of the subordinate, professional growth and intellectual progress are evident which results in teamwork. This encourages employees to grow which benefits them to adventure in things that will drive their commitment to work and new innovations.

The literature above shows that scholars have made significant effort to relate transformational leadership and organizational commitment. However, contextual gaps emerged as none of the studies was carried out in secondary schools in Uganda. These contextual gaps made it necessary for this study to further test the relationship between transformational leadership dimensions and commitments of employees to find if there is harmony in the relationship between the variables in the context of teachers in secondary schools in Buwenge town council in Jinja district, Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research approach that was applied to the investigation was provided in the chapter. It included the research design, study population, sample size calculation, sampling procedures, data collection techniques, data collection tools, validity assessment, reliability measures, data collection tools, data collection methods, data analysis techniques, and variable measurement.

3.1 Research Design

The study adopted the correlation research designs. The correlation research design is a method for testing relationships in the same population or between or among variables of interest (Lau, 2017). The primary focus of correlation research design is to reveal the presence and degree of a relationship between two factors namely the independent and dependent variable. Correlation studies determine whether a predictive relationship exists (Ellis & Levy, 2009). The correlation research design helped in establishing the relationship that exists between transformational leadership and teacher commitment. The study used the mixed research approach involving quantitative and qualitative methods. The quantitative approach helped in testing hypotheses to draw statistical inferences. The qualitative approach supplemented the quantitative one hence it was used to provide explanations to quantitative data. Therefore, the researcher was able to draw statistical deductions and make detailed analysis.

3.2 Study Population

The research population involved head teachers, Deputy Head teachers, Directors of studies, class and subject teachers in Secondary Schools in Buwenge town council, Jinja district. Directors of studies, Subject and class teachers were primary respondents who provided quantitative data while head teachers and their deputies were included as Key Informants (KI) providing qualitative information. These categories of respondents were included because of their extensive knowledge of the problem that existed in their schools.

3.3 Sampling Techniques, procedures, and size

3.3.1 Sample size. The size of the sample was appropriate and therefore chosen using logical procedures because the findings might be used to generalize the whole population. The sample size was chosen to utilize the appended Krejcie and Morgan (1970) sample size selection chart. The study covered a total sample size of 90 (Ninety) respondents out of 110 (One hundred ten) target respondents from 5 (five) selected secondary schools in Buwenge town council. The schools were selected because they had been in existence for a long time and had series of unrest coupled with poor performance in the Uganda national examination grid. Therefore, they were best suited to provide adequate information in relation to transformational leadership and teacher commitment.

Table 3.1:

Showing the size of the sample by Population Categories

Group of (sample) respondents	Target Population	Sample size	% Sample	Sample technique
Head teachers	05	05	100%	Purposive sampling
Deputy head teachers	05	05	100%	Purposive sampling
Directors of studies	10	10	100%	Purposive sampling
Class teachers	25	20	80%	Purposive sampling
Subject Teachers	65	50	59%	Simple random sampling
Total	110	90		

Source: Student records and the Krejci and Morgan Table (1970) as a guide for sample selection.

3.3.2 Sampling Technique. The sample was selected using two sampling methods, namely simple random and purposive sampling. By simple random sampling, each individual was chosen by chance basing on the sampling frame containing names of the teachers that participated in the study. Simple random sampling was selected because it will enable the generalizability of the findings (Martínez-Mesa, González-Chica, Duquia, Bonamigo & Bastos, 2016). The sample that was determined using simple random sampling was of teachers. The simple random sample was selected using a sampling frame provided by excel containing names of all the teachers in the schools. With purposive sampling, this was used to select particular people to provide in-depth views since the study was both quantitative and qualitative. With purposive sampling, this was used to select particular people to provide in-depth views since the study was both quantitative and qualitative. The method of purposive sampling used was intensity purposive sampling. Intensity sampling allows the

researcher to select a small number of rich cases that provide in depth information and knowledge of a phenomenon of interest (Palinkas et al., 2015). Those selected using purposive sampling was the six head teachers of the schools.

3.4 Research Instruments

3.4.1 Self-Administered Questionnaire. The study used a self-administered questionnaire (SAQ) comprising three sections, namely; A - C. Section A was on demographic characteristics of the respondents that are namely; gender, age, education level, experience and responsibility in the school. Section B was on organizational commitment of teachers with question items adapted from (Mugizi, Bakkabulindi & Ssempebwa, 2016). Section C comprised three subsections on each of the transformational leadership dimensions, namely; inspirational motivation adopted from Bass and Avolio (2004), intellectual stimulation (Avolio and Bass 2002) and individualized consideration (Avolio, Gardner, Walumbwa, Luthan 2004). The ranking was a five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree. The self-administered questionnaire enabled the collection of data for quantitative analysis. However, this was preferred because it was not expensive, quick, ease and often had uniform responses that made it simple to compile data and it was cost effective. Questionnaires were administered to the Directors of studies, Class teachers, and Teachers. This was because comprehensive information was required from these categories of respondents.

3.4.2 Interview Guide. The head teachers and deputy head teachers were given a prepared interview guide. Interview guide helped to collect large amounts of qualitative data in a short time. Above all, it served the triangulation purposes. The interview guide was designed and programmed to take place at the respective schools of the sampled head teachers and

deputy head teachers. Each interview lasted for at least 50-60 minutes. This was used to collect qualitative data which backed up the quantitative information while reporting.

3.5 Quality Control Methods

This section explained how the study made sure the data would be trustworthy and the research tools will be valid.

3.5.1 Validity. Validity refers to the suitability of the tool to assess what it intends to assess (Amin, 2005). Validity was ensured through pretesting of the instruments on 3 respondents not part of the study to ensure clarity. The two supervisors were consulted and given the instrument to ascertain whether they would capture the required data and the instrument would then be revised accordingly based on the comments and recommendations. Validation of the instrument focused on clarity, completeness, and relevance of the questions in relation to the study constructs (Mohajan, 2017).

The content validity index was obtained using an inter-judge with the help of three educational management lecturers working at a private university in the department of education management and planning. Opinion from each of the judges was provided on a two-point rating scale of relevant (R) and irrelevant (IR) to calculate the average index (CVI). The relevant items substituted irrelevant ones on deletion. CVI was calculated following the procedure;

$$CVI = \frac{\text{all items in a research instrument rated as relevant (R)}}{\text{Total number of rated items (R+IR)}}$$

Where; R = relevant elements

$$CVI = \frac{R}{(R+IR)}$$

The CVI for the questionnaire was valid at a minimum level of 0.70 and above. According to Shirali, Shekari & Angali (2018), 0.70 is the minimum level in a survey. This is, therefore, denoted that the instrument was accurate and so, the data collected was valid.

Table 3.2:

Content Validity Index

Items	Number of Items	CVIs
Commitment {DV}		
Affective commitment	5	0.866
Normative commitment	5	0.866
Continuous commitment	3	0.777
Transformational leadership dimensions{IV}		
Inspirational motivation	8	0.708
Intellectual stimulation	8	0.708
Individualized consideration	5	0.712

3.5.2 Reliability. On ensuring credibility, transferability, dependability, conformability, and reflexivity of the data, then reliability would be attained (Korstjen & Moser, 2018). Credibility entailed certifying that the research results represented reasonable data drawn from the partakers' original information and is a rightful version of the partakers' original views (Amin, 2005). Transferability involved making sure that the results could be transmitted to other partakers' perspectives. This was done in the course of deep explanation of the results.

Dependability aimed at ensuring that the findings, analysis and suggestions of the study were supported by the information as received from the partakers. Conformability involved establishing that the information and interpretations of the results were not

fabrications of the researcher’s thoughts but clearly obtained from data. Lastly, reflexivity ensured significant individual-reflection by the researcher such that self-unfairness, favorites and presumptions do not manipulate the study (Korstjen & Moser, 2018).

The Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was used to determine the validity of quantitative data. Cronbach's alpha is a reliability coefficient used in statistics (Russell, 2011). It is frequently employed as a gauge of a psychometric test's internal consistency or reliability for a sample of test takers. Sekaran (2018) asserts that before using an instrument, it must have a reliability of 0.70 or better (obtained on a sizable sample). To be regarded as reliable, the test's outcomes must be 0.7 and above.

Table 3.3:

Cronbach’s Alpha Results

Items	Number of Items	Cronbach’s Alphas (α)
Affective Commitment	5	0.905
Continuance Commitment	5	0.703
Normative Commitment	3	0.716
Inspirational motivation	8	0.919
Intellectual stimulation	8	0.819
Individualized consideration	5	0.836

3.5.3 Measurement of variables

Table 3.4:

Variable Measurement

Variable	Nature of Variable	Indicators and Sources	Scale	Source
Transformational Leadership	Independent (IV1)	<ul style="list-style-type: none"> ● Inspirational motivation ● Intellectual stimulation ● Individualized consideration 	Likert	Bass and Avio (1994)
Commitment of teachers	Dependent (DV)	<ul style="list-style-type: none"> - Normative - Affective - Continuous 	Likert	Pianta. (2012).

3.6 Procedure for Data Collection

After the project was successfully defended, a letter of introduction from Kyambogo University was secured in order to start the data collection process. Data was gathered over the course of a month. The data was gathered under the researcher's direction by a team of study assistants. Meetings were held with respondents after pre-testing and then data was gathered throughout the first week, all the chosen respondents were given questionnaires during the second week. Key respondents were interviewed during the third week. The fourth week saw the sorting, coding, and analysis of all the data gathered.

3.7 Data Analysis

3.7.1 Quantitative Data. Quantitative data analysis is a methodical approach to study in which the researcher collects numerical data or transforms what is observed or collected into numerical data (Yin, 2018). The statistical program for social scientists (SPSS 24.0) data editor was used to code, edit, and enter the quantitative data obtained from the surveys

for analysis. Results were described using descriptive analysis, including the use of frequency tables, mean, and standard deviation. The strength of the association between the variables was determined using the correlation coefficient and regression.

3.7.2 Qualitative Data. Collected qualitative data was analyzed through thematic analysis. Audio files of key informant (KI) were transcribed into a master transcript based on individual KI. The transcripts were checked by re-listening to the audio while re-reading the transcripts twice before they were merged into a master transcript. Coding of data was done to identify the most important/interesting features from which categories were established. After this, themes and sub-themes were generated based on the research questions. Analyzed qualitative data was used in comparison with the analyzed quantitative results to provide detailed meaning to the study findings.

3.8 Ethical considerations

In carrying of the study, ethical issues were strictly observed.

3.8.1 Informed consent. Potential respondents were given an explanation of the study's nature and goals by the research assistants, and their consent to participate in the study was requested. Respondents were assured of utmost confidentiality of their responses before they were provided data collection tools. Consent from respondents was a key factor and information was not disclosed to any third party; privacy supported the researcher to gather all the information required (Russell, 2011).

3.8.2 Confidentiality. Confidentiality was observed in the whole process of carrying out the study. This was fulfilled by making sure that no information offered by the respondents was

revealed. Indeed, the study participants offered data out of their wish choosing how much to offer to or withhold from the researcher within their confidentiality confines.

The researcher strictly observed the standard operating procedures as guided by the ministry of health officials in respect to COVID19 pandemic. The researcher kept social distance. Virtual interviews through zoom and Whatsapp calls were held among school administrators. The researcher also kept the mask on and advised the respondents to do the same.

3.8.3 Privacy. Privacy is the freedom an individual to determine the time, extent, and general circumstances under which private information was shared with or withheld from others. Therefore, the respondents were ascertained that their information was not to be shared without their knowledge or consent. For those selected respondents who will refuse to report personal information on the ground of invasion of privacy, their views were respected. In the compilation of the study, information obtained from the works of others was acknowledged by citing the authors.

3.8.4 Balancing of risks and benefit. Balancing of risks and benefits is about handling of the risks and hazards involved in research. Balancing of risks and benefits was ensured by ensuring that the teachers provide responses in confidence.

3.8.5 Dissemination Plan. This involved dissemination of results to different stakeholders including policy makers, schools, students and community. To disseminate the findings, the copy of the dissertation will be submitted to the university library as well as a soft copy that was uploaded on the university website.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the study findings as obtained from analyzed data in relation to the research objectives and research questions. The data is presented in tables and figures with corresponding frequencies and percentages with explanatory remarks. The results include descriptive statistics and exploratory qualitative explanations. There are also preliminary correlation and confirmatory regression results.

4.1 Response Rate

Data was collected from 110 respondents as per the questionnaire. However, appropriate data was collected from 90 respondents. To Mellahi and Harris (2016) it is considered good enough and given the sample space in question indicated that response rate of 50% above was good in compassion. Interview guide was conducted and ten responses from five (5) head teachers and five deputies (05) were received.

Table 4.1:*Demographic Characteristics of Primary Respondents*

Characteristic	Categories	Frequency(n=80)	Percentage (%)
Gender	Male	42	52.5
	Female	38	47.5
	Total	80	100.0
Age groups	18-24 years	04	5.0
	25-39 years	65	81.25
	40-49 years	06	7.5
	50 years above	05	6.25
	Total	80	100.0
Levels of education	Diploma	42	52.5
	Bachelors	36	45.0
	Masters	02	2.5
	Total	80	100.0
Working experience	Less than 5 years	20	25.0
	5-10 years	38	47.5
	11 years and above	22	27.5
	Total	80	100.0
Teacher's responsibility	Subject teacher only	50	32.6
	Class teacher	20	36.7
	Director of studies	10	20.7
	Total	80	100.0

The findings in Table 4.1 on gender of the respondents revealed that 52.5 % was of males with females being 47.5%. The findings suggested that male had a greater percentage of respondents more than female. Nonetheless, the responses were representative of both gender groups since even the sample of the females was high. The findings on age groups showed that 81.25% was of those between 25-39 years followed by 7.5% who were between 40-49 years, while 6.25 % were 50 years and above and the least percentage (5.0

%) was of those between 18-24 years. This implied that the age group between 25 and 39 had a bigger percentage and representation of the sample. These results suggest that teachers of different age categories age were involved in the study. Thus, the results were representative of teachers of different ages. This meant that the data collected was representative of different age groups of teachers and school administrators.

The results on the level of education of the respondents in the study showed that 82.2% of teachers had bachelor's degree followed by diplomas holders who were 16.9% and those with master's degrees were 0.9%. This suggested that teachers with a degree represented the majority percentage. The results further suggested that teachers were qualified and capable of providing appropriate responses because of their proficiency in the language used in the questionnaire which was English. The findings on working experience of the teachers revealed that 62.4% had experience of 5-10 years, 19.8% had experience of fewer than 5 years and the remaining 17.8% had worked more than 11 years. The greater percentage of teachers had worked between five to ten years. The findings implied that the teachers had varied work experience thus their responses represented diverse experiences working in schools hence accurate data obtained.

The results on the responsibilities of the respondents indicated that a percentage 36.7% were class teachers only, 32.6% were subject teachers, 20.7% were heads of departments and 10% held other responsibilities. These results implied that teachers with varying views according to their responsibilities in the schools were involved in the study. Thus, the results were representative of different opinions and generalized teachers with different responsibilities of all teachers in schools.

4.2 Descriptive Results on Teacher Commitment

Commitment of teachers was studied as a three-dimensional concept, describing affective, continuance and normative organizational commitment. Here under follows results on the

three concepts. This section presents results about teacher commitment in 5 secondary schools in Buwenge town council, Jinja.

4.2.1 Affective Commitment. The concept of affective commitment was studied using five items. Table 4.2 presents descriptive results on the concept.

Table 4.2:

Responses on Teacher Commitment

S/N	Statement	SD	D	NS	A	SA	Mean
AC	Affective Commitment						
AC1	I feel satisfied and happy to serve in this institution for my entire life	20 (25%)	20 (25.0%)	8 (10.0%)	23 (28.75%)	9 (11.25%)	2.7
AC2	All the burdens of this institution, I feel I should own them all	17 (21.25%)	28 (35.0%)	4 (5.0%)	20 (25.0%)	11 (13.75%)	2.7
AC3	I feel this school isn't part of my family	17 (21.25%)	36 (45.0%)	3 (3.75%)	17 (21.25%)	7 (8.75%)	2.5
AC4	I have no sense of attachment and belonging to this institution	18 (22.5%)	32 (40.0%)	4 (5.0%)	21 (26.25%)	5 (6.25%)	2.5
AC5	For me, this school holds a lot of special value.	10 (12.5%)	31 (38.75%)	7 (8.75%)	24 (30.0%)	8 (10.0%)	2.8

Results presented in Table 4.2 showed that half of study participants (50%) disagreed when asked whether they were very happy to spend the rest of their careers in the schools they were teaching, 40% agreed while (10%) were not sure. With an average response score of

2.7 and this fair, this suggested that most teachers were not happy to spend the rest of their careers in the participating schools. As regards to whether respondents really felt as if their school's problems should own them all, cumulatively, 56.25% disagreed, 38.75% agreed, while (5%) were not sure about it. more than half of the respondents did not agree to the notion of owning all the school problems. The mean score for the responses was 2.7 which suggested that the respondents did not feel that the school problems were their own.

On whether they felt like they were 'part of the family' in the schools they were teaching, majority of respondents (66.25%) cumulatively disagreed, 30% agreed, while 3.75% were not sure. The average score for responses was 2.5 suggested that majority of the respondents did not feel like they were part of the family in the schools they were employed. Regarding responses on whether respondents didn't feel a strong sense of belonging to their schools, the highest number (62.5%) disagreed, 32.5% agreed while 5% were not sure. The mean score of responses was 2.5 which suggested that majority of the respondents did not feel a sense of belonging to the schools. On whether their schools held a lot of special value and personal meaning, a half of the respondents 51.25% cumulatively disagreed, followed by 40% who agreed, while 8.75% were unsure about it. The mean value was 2.8 meaning that most respondents had no special value to the school they were employed.

Table 4.3:

Summary Results for Affective Commitment

Descriptive	Statistic	Std. Error
Mean	2.68	0.12
Lower Bound	2.44	

Summary	95% Confidence	Upper Bound	2.92
Affective	Interval for Mean		
Commitment	5% Trimmed Mean		2.65
	Median		2.40
	Variance		1.12
	Std. Deviation		1.05
	Minimum		1.20
	Maximum		4.80
	Range		3.60
	Interquartile Range		2.00
	Skewness	0.39	0.269
	Kurtosis	-1.353	
			0.532

The results in Table 4.3 show a mean = 2.68 close to the median = 2.40 but with a positive skew (skew = 0.39) which suggested that the results were normally distributed. Despite the high standard deviation = 1.05, the results suggested that there was a normal distribution of the responses. The normal distribution of the results was also displayed by the normal curve in Figure 4.1.

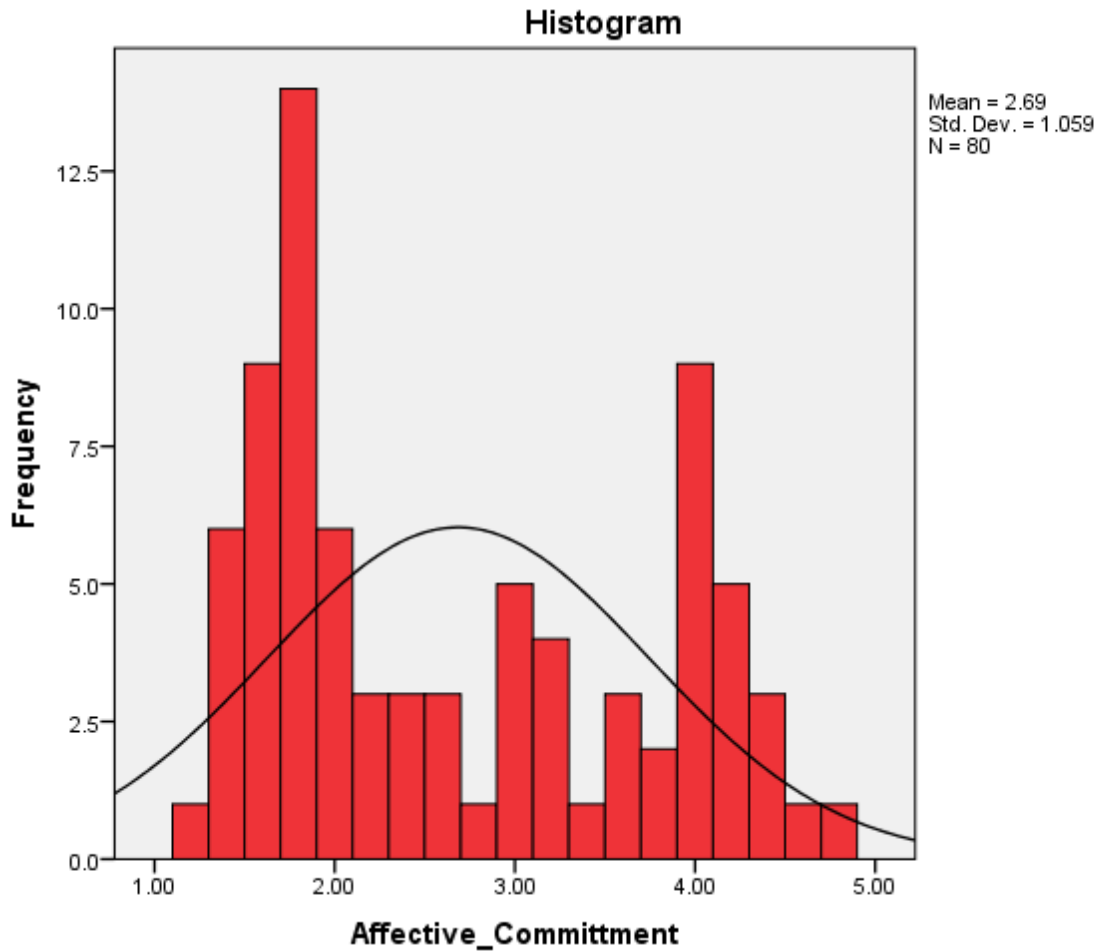


Figure 4.1:

Histogram for Affective Commitment

Figure 4.1 showed that average mean (mean = 2.69) was obtained for affective commitment which suggested that teachers disagreed with the notions and thus had a low affective commitment. The standard deviation = 1.059. To understand whether the standard deviation was low or high, a Coefficient of Variation (CV) was undertaken = 0.39 which suggested that the results were normally distributed. Therefore, results on affective commitment were fit to correlation and regression analyses. To provide more insight about affective commitment among teachers, qualitative data from head teachers and deputy head teachers

showed that affective commitment was promoted among teachers. Like one Head teacher (H₂) in an interview said;

“To promote affective commitment, we engage teachers in activities that create an emotional attachment to the school. They create good times together, which is through celebrating together and this is through going out for dinners together, attending functions...to create good lasting memories for teachers where they feel they are one team which enhances collaboration, teamwork and togetherness”.

Not so different from the previous interviewee, one deputy (D₂) said;

“In this school, a lot is done for teachers to promote teamwork and collaboration. For instance, they are always eager to learn from one another through team teaching, willing to take up responsibility if delegated and they are always working hard to see to it that they uplift the general school performance”.

Similarly, another one Deputy Head teacher (D₄) remarked;

“Generally, some teachers show that they have affective commitment for the school. Relatively a few teachers are firmly attached to the school. They work with zeal and most of the time many teachers work even when they are not supervised. However, Minority of the teachers show love for the school and the profession”.

The qualitative responses above suggest that teachers are generally attached to their schools. This finding is consistent with the descriptive statistic results which showed that affective commitment of the teachers was high.

4.2.2 Normative Commitment. The concept of normative commitment was studied using five items. Table 4.4 presents the descriptive results on the concept.

Table 4.4:

Responses on Normative Commitment

NC	Normative Commitment	SD	D	NS	A	SA	Mean
NC1	I'd feel guilty if I quit this school right now.	10 (12.5%)	32 (40.0%)	4 (10.0%)	22 (27.5%)	8 (10.0%)	2.8
NC2	I don't feel any pressure to stay at my school.	8 (10.0%)	39 (48.75%)	4 (5.0%)	24 (30.0%)	24 (6.25%)	2.7
NC3	This group merits my allegiance.	5 (6.25%)	32 (40.0%)	7 (8.75%)	28 (35.0%)	8 (10.0%)	3.02
NC4	I owe a great deal to this school	9 (11.25%)	33 (41.25%)	5 (6.25%)	28 (35.0%)	5 (6.25%)	2.8
NC5	I don't think it would be right to leave, even if it were in my favor.	6 (7.5%)	40 (50.0%)	6 (7.5%)	19 (23.75%)	9 (11.25%)	2.8

Study results presented in Table 4.4 showed that 52.5% disagreed when asked whether they would feel guilty if they left their school now, 37.5% agreed while (10%) were not sure.

The mean score was 2.8 suggested that most respondents would not feel guilty if they left their schools. As regards to whether respondents felt any pressure to stay at school, more than half of respondents (58.75%) disagreed, 36.25% agreed while 5% were not sure. The mean value of responses was 2.7 suggesting that most respondents did not feel any obligation to remain with the schools they were teaching in. Regarding whether the schools deserve the respondents' loyalty, 46.25% disagreed, 45% agreed while 8.75% were not sure. The mean score of responses was 3.2 which indicated that most respondents were not sure whether the schools deserve their allegiance.

When asked whether they owe a great deal to their schools, 52.5% cumulatively disagreed, 41.25% agreed while 6.25% were not sure. The average response score was 2.8 suggesting that most respondents felt they did not owe a great deal to their schools. On whether it would be right for one leave even if it were in his favor, 57.5% cumulatively disagreed, 35% agreed while 7.5% were not sure. The mean score was 2.8 which suggested that respondents would leave their schools if opportunity came the way. To find out how the teachers rated their normative commitment, an average index was calculated for the five items measuring the concept. The summary results are presented in Table 4.5.

Table 4.5:*Summary Results for Normative Commitment*

Descriptives		Statistic	Std. Error
Summary of Normative Commitment	Mean	2.84	0.11
	95% Confidence Interval for		
	Lower Bound	2.62	
	Upper Bound	3.07	
	Mean		
	5% Trimmed Mean	2.83	
	Median	2.60	
	Variance	1.02	
	Std. Deviation	1.01	
	Minimum	1.20	
	Maximum	4.60	
	Range	3.40	
	Interquartile Range	1.80	
	Skewness	0.21	0.26
Kurtosis	-1.53	053	

The results in Table 4.5 show a mean = 2.84 close to the median = 2.6 with a positive skew (skew = 0.217). The low standard deviation= 1.21 suggested that the results were normally distributed. Despite the high standard deviation= 1.010, the results suggested that the results were normally distributed. The normal distribution of the results is also displayed by the normal curve in Figure 4.2.

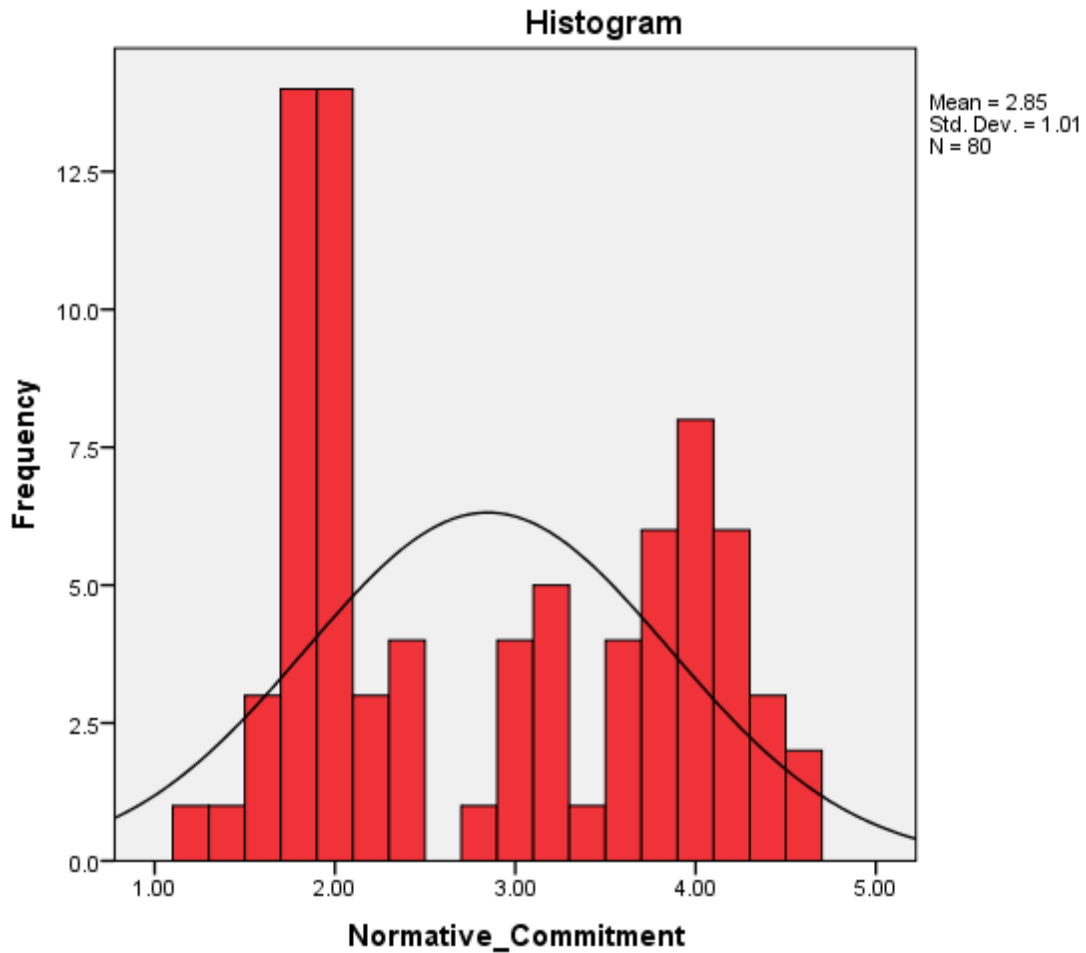


Figure 4.2:

Histogram for Normative Commitment

Figure 4.2 shows that the teachers rated their normative commitment to be moderate (mean (mean = 2.85). However, the standard deviation = 1.01 meant that the results were sparsely distributed. However, with a normal curve, results on normative commitment were fit to correlation and regression analyses. To find out whether the views held by the teachers on their normative commitment were what the head teachers perceived, in the interviews the head teachers were asked to tell how normative commitment of teachers in the schools was. Qualitative data showed that head teachers communicated clear goals and expectations, and strong team work ethics to teachers as a moral duty.

“In our town council schools like this normative commitment is low because teachers are always looking for opportunities and struggling to survive. There are limited relationships between teachers. Relationships are at collegiality level. Still, there is limited loyalty to the schools because the moment a better alternative presents itself, the teacher will definitely leave”.

In his words, one head teacher (H₂) said;

“In this school, normative commitment of the teachers is fair because teachers’ loyalty to the schools exists as long as they have not got better opportunities. Teachers are in the schools because they want to earn and so relationships do not go beyond being colleagues for most teachers”.

When the deputy head teacher (D₃) was asked about the same he supported the practice and he said;

“We communicate with them, we tell them the benefits of what they are going to do and how it is linked to our overall objectives, we also share with them the possible challenges they might get. The bottom line is we communicate with them and promote team building and collaboration through frequent communication and interactions with staff”.

Similarly, another deputy (D₅) gave apposite response saying;

“We have social and fun events; besides the teaching and classrooms, we organize foot ball matches, and we can just go for dinner among teachers so that we build teamwork. I feel we are creating activities that could possibly create a family setting where someone can have trust for the school. We also

encourage dialogues, we encourage teachers to frequently air out what is not going right, and make efforts to address it.”

In agreement with the above, Normative commitment among teachers is not high because teachers move from school for better opportunities, and do not have time for the school because of part-timing in different schools. It is largely about survival for most teachers. The views from the head teachers suggest normative commitment of teachers was low because commitment to the schools was affected by the teachers need to survive. This finding is consistent with the descriptive statistic results which showed that normative commitment of the teachers was fair.

4.2.3 Continuous Commitment. The concept of continuous commitment was studied using four items. Table 4.6 indicates descriptive results on the concept.

Table 4.6:

Responses on Continuous Commitment

CC	Continuous Commitment	SD	D	NS	A	SA	Mean
CC1	I think my options are too limited to consider dropping out of this school.	9 (11.25%)	33 (41.25%)	7 (8.75%)	24 (30%)	7 (8.75%)	2.8
CC2	If I left my school, too much of my life would be disrupted	6 (7.5%)	31 (38.75%)	15 (18.75%)	22 (27.5%)	6 (7.5%)	2.8
CC3	I couldn't leave school without causing too much disruption in my life.	4 (5.0%)	29 (36.25%)	7 (8.75%)	24 (30.0%)	1 (20.0%)	3.2

Table 4.6 also showed that 52.5% disagreed when asked whether their options are too limited to consider leaving their respective schools, while 38.5% agreed to the notion and 8.75 were not sure. From the data available it's empirical that the majority have attachment to their institutions. The mean score was 2.8 which suggested that respondents' lives would be disrupted if they left their schools. Following the question on whether too much of their lives would be disrupted after leaving the schools, 35% agreed, while 46.25% disagreed and yet 18.75 were not sure. This implied that one's departure at the current station had no great impact on the teacher's life. The mean score was 2.8.

On whether one couldn't leave school without causing too much disruption in his or her life, 41.25% of the respondents cumulatively disagreed, 50% agreed while 8.75 were not sure. The mean score is 3.2. This implied that one's departure has an impact on teachers' life. To find out how the teachers rated their continuous commitment, an average index was calculated for the three items concept. The summary results are presented in

Table 4.7:

Summary Results for Continuous Commitment

Descriptives				Statistic	Std. Error
Continuous Commitment	Mean			2.98	0.11
	95% Confidence Interval for Mean	Lower Bound		2.76	
		Upper Bound		3.21	
	5% Trimmed Mean			2.97	
	Median			3.00	
	Variance			1.02	
	Std. Deviation			1.01	
	Minimum			1.33	
	Maximum			5.00	
	Range			3.67	
	Interquartile Range			2.00	
	Skewness			0.10	0.26
	Kurtosis			-1.37	0.53

The results in Table 4.7 show a mean = 2.98 close to the median = 3.0 with a positive skew (skew = 0.109). Despite the high standard deviation= 1.013 the results suggested that the results were normally distributed. The normal distribution of the results is also displayed by the normal curve in Figure 4.3.

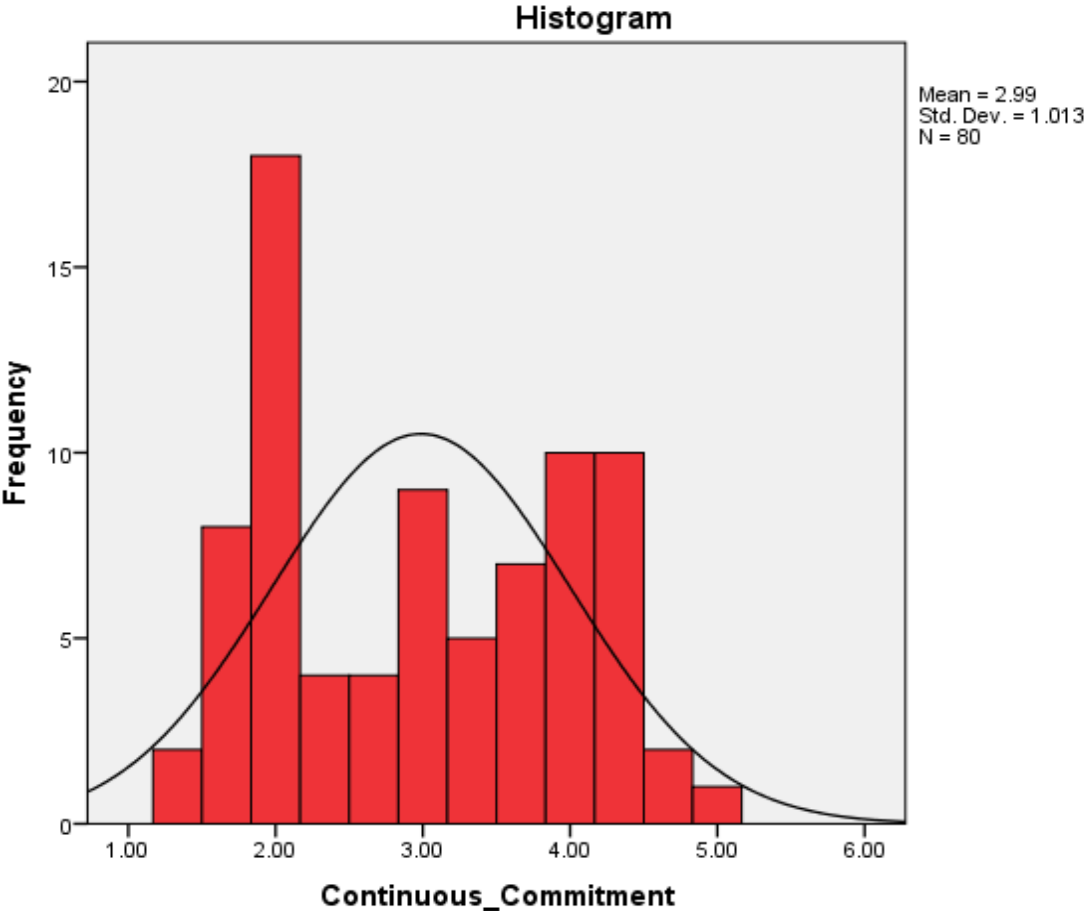


Figure 4.3:
Histogram for Continuous Commitment

Figure 4.3 shows that the teachers rated their normative commitment to be moderate mean (mean = 2.99). However, the standard deviation = 1.013 meant that the results were sparsely distributed. However, with a normal curve, results on continuous commitment were fit to correlation and regression analyses. To find out whether the views held by the teachers on

their continuance commitment were what the head teachers perceived, in the interviews the head teachers were asked to tell how continuance commitment of teachers in the schools was. The head teachers gave related responses which suggested that continuance commitment was fair. For example, H₂ said;

“This school is in the town council, therefore, the turnover rate of teachers in the school high. Those who get better jobs in other sectors leave. Therefore, continuance commitment of teachers is not high. That in the school most of the teachers are young graduates because majority of the teachers by the end of their fifth-year leave”.

In agreement with response above, H₄ stated;

“Teachers in town schools are very versatile and are always looking for opportunities. It is very hard to keep a teacher for more than 10 years. Some teachers start businesses and leave while other get job in better paying sectors and leave. Therefore, continuance commitment of teachers is not high”.

Further, H₂ remarked;

“This being a government school with most teachers on the government pay roll, continuous commitment of teachers is fair. Teachers keep this job as their base but have their tentacles spread elsewhere say in business or part timing in private schools. Nevertheless, those who get greener pastures in other sectors leave”.

The qualitative views above suggested that teachers' continuous commitment was moderate because teachers sought opportunities in better paying sectors. These qualitative responses support the descriptive statistics which indicated continuance commitment of the teachers was fair.

4.2.4 Teacher Commitment Index. To test how overall the teachers rated their organisational commitment to the schools, an average index was created for three aspects measuring the concept that are affective, normative and continuous commitment. The index uses 13 items which are summarized and presented in Table 4.8.

Table 4.8:

Summary Results for Teacher Commitment in Secondary Schools

Descriptives				Statistic	Std. Error
Teacher Commitment	Mean			3.10	0.04
	95% Confidence Interval for Mean	Lower Bound		3.02	
		Upper Bound		3.18	
	5% Trimmed Mean			3.12	
	Median			3.15	
	Variance			0.14	
	Std. Deviation			0.38	
	Minimum			1.62	
	Maximum			3.85	
	Range			2.23	
	Interquartile Range			0.46	
	Skewness			-0.95	0.26
	Kurtosis			2.50	0.53

The results in Table 4.8 showed a mean = 3.10 close to the median = 3.15 with a negative skew (skew = -0.950). The low standard deviation= 0.38 suggested that the results were

normally distributed. The normal distribution of the results is also displayed by the normal curve in Figure 4.4.

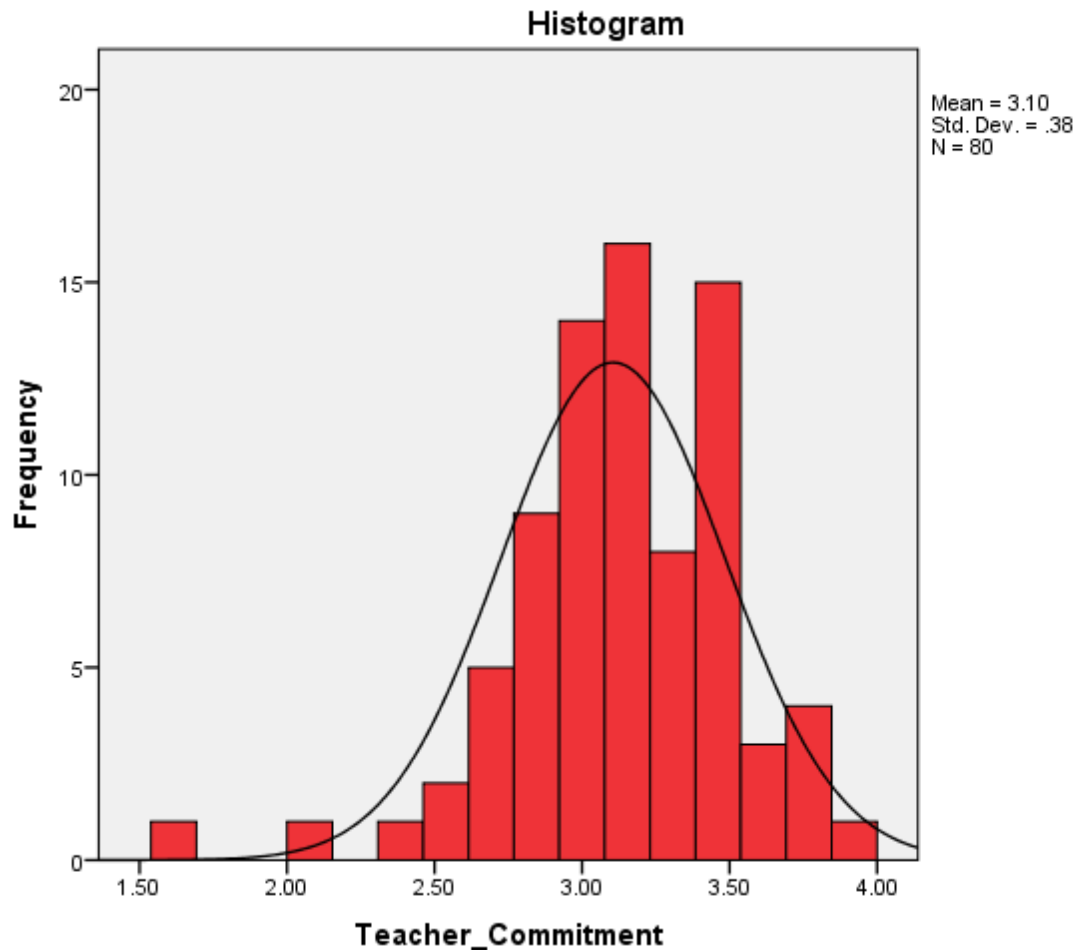


Figure 4.4:

Histogram for Overall Teacher Commitment

The results in Figure 4.4 showed an average mean=3.10 which suggest that teachers were undecided with their commitment. The standard deviation = 0.38 was low implying that the results were normally distributed. The average mean meant that teachers are neither committed nor uncommitted to their schools while the low standard deviation suggested low dispersion in the responses. Therefore, data on teacher commitment could be subjected to linear correlation and regression. Qualitative data from school administrators

showed mixed findings about teacher commitment in their schools. On one hand, six school administrators had similar findings where they reported that teachers are not committed to their work or schools. They explained that due to delayed and low salaries, teachers are not motivated to stay at school for long periods and many of them work on a part-time basis. They pointed out that this negatively affects staff performance as some teachers are not motivated to make a scheme or record of work. One school administrator noted that poor salaries lead teachers to seek alternative income from other schools and that their schools would easily lose them if an opportunity with better financial rewards came along. When asked to rate the average commitment of teachers in their schools, both administrators gave it a rating of 5 on a scale of 1 to 10.

“I give it a 5, because of delayed or late payments. Sometimes you take 3 months without being paid, and you have responsibilities, you have a family to cater for. So, the commitment is always down because you are thinking about other avenues that can supplement the income you get at school, and if a better opportunity came along, you would easily go for it”.

In another interview given to the deputy head teacher (D₁) he said;

“The commitment of teachers in this school is average; I can give it a five. Some of the reasons for this score relate to the fact that many teachers are not using the curriculum in terms of developing the scheme of work and having a record of work. When you move around, you will find very few teachers with schemes or records of work. In addition, most of the teachers are part-time teachers who come around for a few hours”.

On the other hand, three school administrators indicated that teachers are highly committed to their work and schools. When asked to rate the average commitment of teachers, the administrators gave them a rating of between 7 and 8. They attributed this to strong teamwork and timely payment of salaries.

“On a scale of 1 to 10, I can give it 8, that is how far I can tell you that the staff are committed. Whether I am in school or outside school, the school does not stop running; everything continues working out as it was planned, all that is a result of strong teamwork and collaboration.” (Interview IV: Head Teacher)

The qualitative views above suggested that teachers continuous commitment was moderate because teachers sought opportunities in better paying sectors. These qualitative responses support the descriptive statistics which indicated continuance commitment of the teachers was fair.

4.2.5 Descriptive Results for Transformational Leadership in Secondary Schools. This section describes the application of Transformational Leadership in the 5 secondary schools in Buwenge Town Council, Jinja. Three dimensions of Transformational leadership were assessed by the study; Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Each dimension is presented separately.

4.2.6 Inspirational Motivation

Table 4.9:

Responses on Inspirational Motivation among Respondents

IM	Statement	SD	D	NS	A	SA	Mean
IM 1	The Head teacher is involved in the strategic decision-making process	13 (16.25%)	36 (45%)	12 (15%)	8 (10%)	11 (13.75%)	2.4
IM 2	The head teacher shares the school vision to the staff members	10 (12.5%)	44 (55%)	4 (5%)	9 (11.25%)	13 (16.25%)	2.5
IM 3	There exist high levels of commitment in the school	15 (18.75%)	38 (47.5%)	9 (11.25%)	10 (12.5%)	8 (10%)	2.4
IM 4	The head teacher encourages the staff to have faith in and believe in the goals they have been given.	12 (15%)	44 (55%)	6 (7.5%)	11 (13.75%)	7 (8.75%)	2.4
IM 5	The personnel at our school is motivated to work hard and to be loyal to the head teacher.	11 (13.75%)	39 (48.75%)	10 (12.5%)	12 (15%)	8 (10%)	2.4
IM 6	The school leadership displays optimism and enthusiasm	6 (7.5%)	54 (67.5%)	6 (7.5%)	6 (7.5%)	8 (10%)	2.4
IM 7	The head teachers hold virtue of team building and collective responsibility in our institution	13 (16.25%)	51 (63.75%)	5 (6.25%)	4 (5%)	7 (8.75%)	2.2
IM 8	The head teacher plans motivational talks for the employees in our school	9 (11.25%)	38 (47.5%)	10 (12.5%)	15 (18.75%)	8 (10%)	2.4

Results as presented in Table 4.9 showed that the majority of respondents (61.25%) disagreed and indicated that their head teachers were not involved in the strategic decision-

making process, 23.7% agreed while 15% were not sure. The mean value was 2.4 which suggested that the majority of respondents disagreed with the statement, and showed that their head teachers were not involved in the strategic decision-making process. Results in table 4.3 showed that cumulatively, 67.5% disagreed when asked whether their school administrators share the school vision with the staff members; 27.5% agreed while 5% were not sure. With a mean score of 2.4, the results indicated that the majority of respondents disagreed with a frequency of 54 when asked whether the head teacher shares the school vision with teachers. When asked whether there exists a high level of commitment among teachers, cumulatively, the majority of respondents (66.25%) disagreed, 22.5% agreed while 11.25% were not sure. The mean score was 2.4 suggesting that most respondents disagreed with the statement. 70% of the respondents disagreed when asked whether their head teachers had inspired appeals of faith and trust towards the set goals of the employees, 22.5% agreed while 7.5% were not sure. The low mean value of 2.4 suggested that head teachers don't inspire loyalty and commitment among teachers in their schools with a frequency of 56 respondents in disagreement. On whether the head teachers motivates teachers to work hard and to be loyal in schools, the highest number of respondents represented by 62.5% disagreed, 25% agreed while 12.5% were not sure. The mean value was 2.4, which suggested that the head teacher rarely inspires loyalty and commitment among teachers with a frequency of 50 respondents.

When asked whether their head teacher displays optimism and enthusiasm, 75% cumulatively disagreed, 17.5% disagreed while 7.5% were not sure. The mean value was 2.4 which indicated that the head teacher did not display optimism and enthusiasm by three quarters of the respondents with a frequency of 60. An overwhelming majority of respondents 80% indicated that their head teachers don't emphasize collective team building in the schools, 13.75% agreed that they do while 6.25% were not sure. However, the

overwhelming majority did not agree with the notion. The mean value was 2.2 which suggested that teachers don't emphasize collective team building in the participating schools. When asked whether their head teachers plan motivational talks for the teachers in their schools, 58.75% disagreed, 28.75% agreed while 12.5% were not sure. This implied that more than half of the respondents disagreed. The mean value was 2.4 which indicated that head teachers did not plan motivation talks for the teachers in their schools. To establish whether results about inspirational motivation among teachers were normally distributed, an average index of the 8 items measuring the construct was calculated and a histogram was drawn as detailed in Figure 4.5.

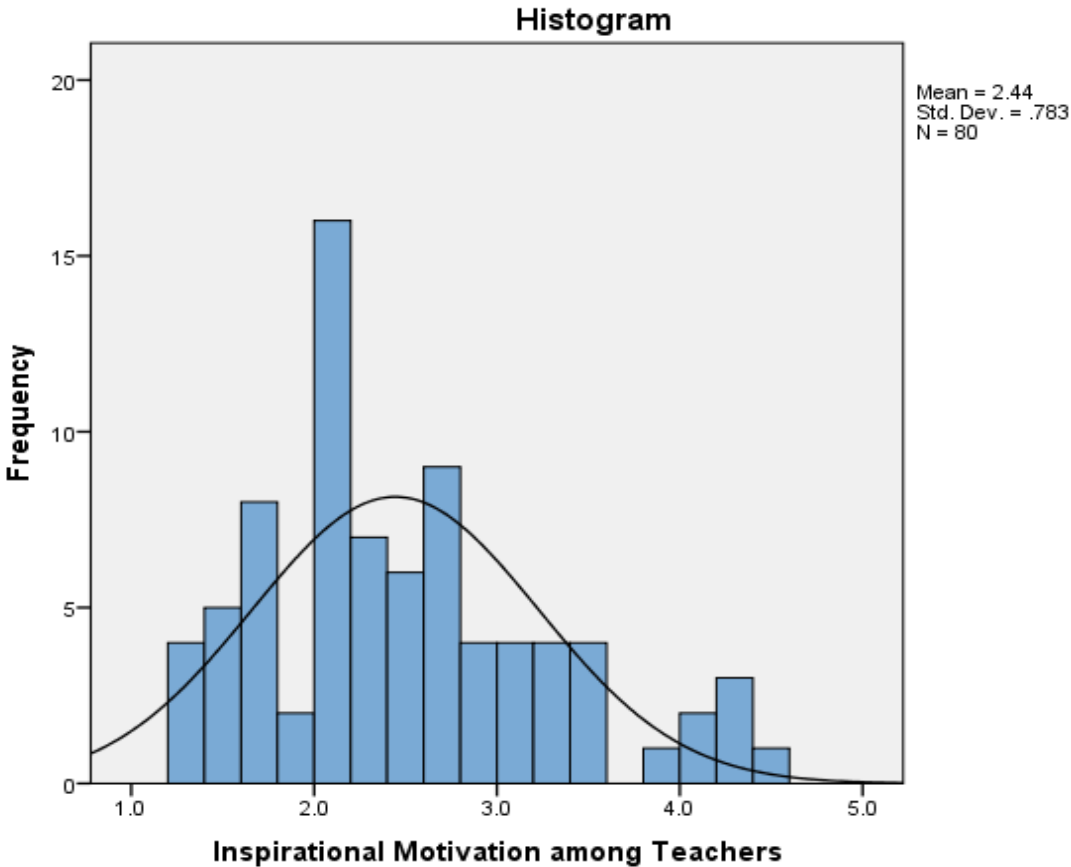


Figure 4.5:

Histogram on Inspiration Motivation among Teachers

Results presented in Figure 4.5 showed an average mean=2.4 which suggested that teachers disagreed. The standard deviation=0.78 was low implying that the results were closely distributed around the mean value. The average mean meant that inspiration motivation among teachers is low while the low standard deviation suggested low dispersion in the responses. Therefore, data on inspirational motivation of teachers could be subjected to linear correlation and regressions and appropriate results were obtained. According to qualitative data, nearly all school administrators involved in this study indicated that they provide inspirational motivation. The major activities that they used to provide inspirational motivation included motivational talks and collective team building. School administrators mentioned that motivational talks were provided by hired external motivational speakers and trainers once every term. Team building was emphasized through creation of small teacher groups based on subjects taught and department they fall in. It was also promoted through formation of teacher-student teams to work on given tasks. Speaking to one deputy head teacher (D₂), he said;

“We also hold motivational talks. It happens during the holidays. We organize empowerment talks, at least once a year; we bring a motivational speaker to speak with our teachers, empower them, and uplift those who are feeling low”.

Relatively, one head teacher (H₅) went ahead and said;

“As regards team building, we ensure that school departments are functional...when departments are functional, it is easy for them to collaborate and ensure individual subject heads collaborate. When we recognize the functionality of each department and ensure that they work

together to attain a goal, we are inspiring a good team-building and collaborative spirit”.

Teamwork and collaboration were also promoted through get-together events and functions. All school administrators acknowledged the use of social functions and celebrations such as dinners, end-of-year parties, game events and functions as opportunities for creating friendship, building bonds and enhancing collaboration among teachers. Deputy Head teacher (D₃) said;

“Another strategy we use is called creating good times together; which is through celebrating together by going out to create good lasting memories for all staff which includes going out for dinners, attending game functions and parties; teachers feel that they are one team and this enhances friendship and bonding”.

In a related interview, one deputy head teacher (D₁) remarked;

“We also have social and fun events beyond the teaching and classroom work where we organize football matches, we go out for group dinners so that we get to know each other more and bond, possibly create a family where teachers have trust for one another and the administration”.

In addition, one school administrator admitted providing information to teachers about the school vision, mission, objectives and goals. She also stated that the Head teacher provided thorough orientation to new teachers about the school, what it stands for, what it hopes to achieve, and what expectations the administration had of the teachers in the school. Not so different deputy head teacher (D₂) supplemented;

“As teachers start working with us, we orient and provide them information on what the school stands for, such as our mission, vision and objectives, and also our expectations. So, when a teacher knows and understands these, he/she can fit well within the school because these are some of the key things that make us a team and make us collaborate easily. After all, we have the same objectives and goals to achieve and we are all set to achieve that”.

From the submissions made from the interviews, teachers were literally happy with the motivational talk, distributive leadership. Tour organized to kill off stress and induction of new members of staff this has promoted team work, building a strong and committed team of staff. However, the teachers said there is a challenge of not availing them with allowances to cater for their costs incurred like transport on the days gazetted for induction and retooling of members of staff. Qualitative data showed that inspirational motivation was promoted in participating schools. This implies that qualitative data from head teachers contradicted quantitative data from teachers which could indicate that there might be a difference between what head teachers say and what they actually practice.

4.2.4 Intellectual Stimulation

Table 4.10:

Responses on Intellectual Stimulation among Respondents

IS	Statement	SD	D	NS	A	SA	Mean
IS.1	I do not have any deeper attachment to this school	4 (5%)	26 (32.5%)	3 (3.75%)	18 (22.5%)	29 (36.25%)	3.4
IS.2	I diligently perform my work whole heartedly because of the support given by the head teacher	7 (8.75%)	45 (56.25%)	9 (11.25%)	8 (10%)	11 (13.75%)	2.5
IS.3	I am happy with my work since the head instructor pushes me to rethink my presumptions.	7 (8.75%)	45 (52.5%)	9 (11.25%)	9 (11.25%)	12 (16.25%)	2.6
IS.4	The principal promotes using critical thinking when making judgments.	13 (16.25%)	50 (62.5%)	3 (3.75%)	9 (11.25%)	5 (6.25%)	2.2
IS.5	The headteacher encourages new ways of solving problems	8 (10%)	50 (62.5%)	9 (11.25%)	6 (7.5%)	7 (8.75%)	2.3
IS.6	The head teacher challenges us to critically reevaluate our presumptions and inquiries.	7 (8.75%)	41 (51.25%)	6 (7.5%)	14 (17.5%)	12 (15%)	2.6
IS.7	I am dedicated to my profession because the head instructor challenges me to approach issues from various perspectives.	11 (13.75%)	41 (51.25%)	11 (13.75%)	12 (15%)	5 (6.25%)	2.3
IS8	Because my head teacher values creativity and innovation in my work, I put in extra effort.	17 (21.25%)	38 (47.5%)	6 (7.5%)	9 (11.25%)	10 (12.5%)	2.3

Results in Table 4.10 showed that cumulatively, 58.75% of respondents agreed that they do not have a deeper attachment to their schools, 37.5% disagreed while 3.75% were not sure.

The mean score was 3.4 which suggested that most respondents did not feel a strong sense of belonging to their schools. When asked whether they diligently perform their duties whole heartedly because of the support given by the head teacher, the majority of respondents 65% cumulatively disagreed, 23.75% agreed while 11.25% were not sure. The mean value was 2.5 which indicated that head teachers were not supporting teachers to perform their work diligently. On whether they were satisfied with their work because the head teacher encourages them to re-think their presumptions, 61% disagreed, 27.5% agreed while 11.25% were not sure. The mean score was 2.6 which suggested that head teachers were not encouraging teachers to re-examine assumptions to questions which was reflected with more than a half of the respondents with a frequency of 52.

Cumulatively, the majority of respondents 78.75% disagreed when asked whether their head teacher promotes critical thinking when making judgments, 16.5% agreed while 3.75% were not sure. The mean value was 2.2 suggesting that head teachers don't encourage new ways of solving problems among teachers which represented the majority of the respondents with a frequency of 63. Study results showed that the biggest number of respondents 72.5% cumulatively disagreed with the statement 'the head teacher encourages new ways of solving problems', 16.25% agreed while (11.25%) were not sure. The mean value was 2.3 which indicated that the head teacher did not encourage teachers to new ways of solving problems amidst them. Out of the 80 study respondents, 60% respondents disagreed when asked whether their head teachers challenge them to critically evaluate presumptions and inquiries, 32.5% agreed while 7.5% were not sure. The mean score was 2.6 which implied that the head teachers were not encouraging teachers to look at problems from different angles.

Cumulatively, 65% of respondents disagreed when asked whether they were dedicated to their profession because the head teacher challenges them to approach issues

from various perspectives, 13.75% were not sure, 15% agreed while 6.25% strongly agreed. The mean score was 2.3 which suggested that head teachers did not challenge teachers to approach issues from various perspectives. 68.75% of the respondents cumulatively disagreed with the statement, “I put extra effort because the head teacher encourages creativity and innovation in my work”, 23.75% agreed while (7.5%) were not sure. The mean score was 2.3 which suggested that head teachers were not encouraging creativity and innovation among teachers.

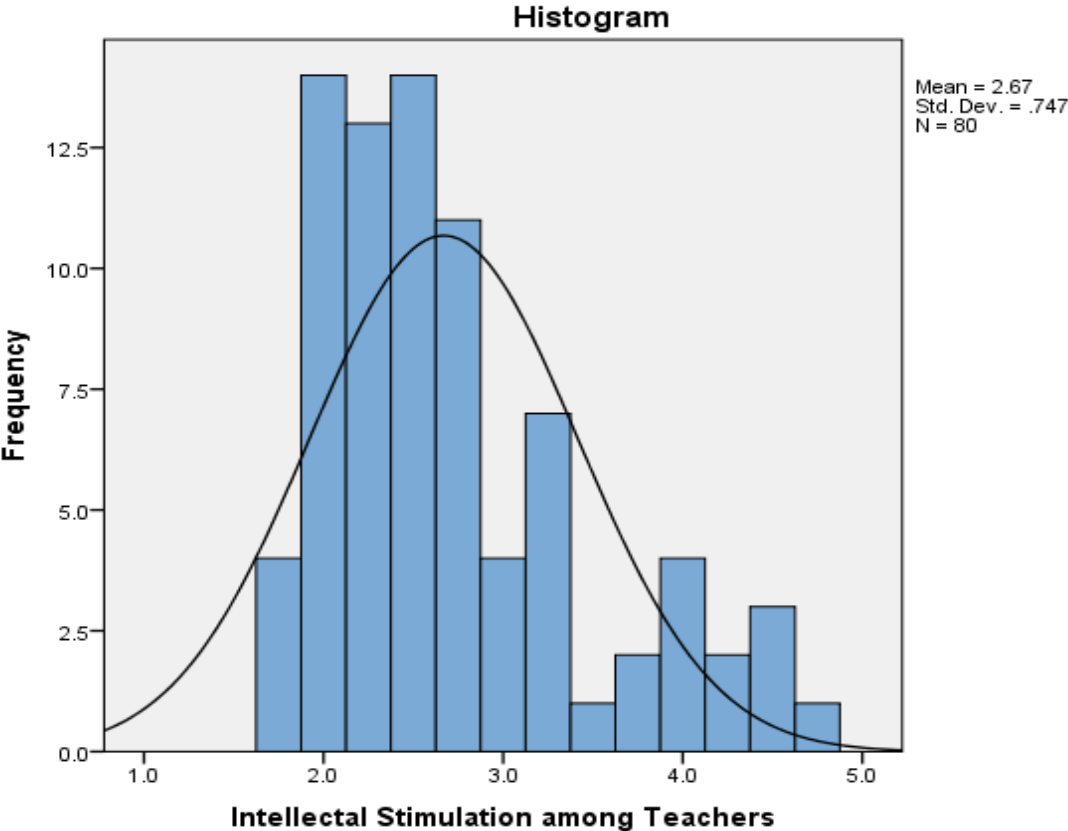


Figure 4.6:

Histogram showing the average index of Intellectual Stimulation of Teachers

Results presented in Figure 4.6 showed an average mean=2.67 which suggested that teachers disagreed. The standard deviation=0.74 was low which implied that the results were closely distributed around the mean value. The average mean meant that Intellectual stimulation among teachers is low while the low standard deviation suggested low dispersion in the responses. Therefore, data on Intellectual Stimulation of teachers was subjected to linear correlation and regressions and appropriate results obtained.

Qualitative data from head teachers and directors of studies showed that major elements of intellectual stimulation practiced by school administrators included promoting critical thinking, problem solving, creativity and innovations. To encourage critical thinking and problem solving, four school administrators noted that they encouraged teachers to brainstorm ideas and solutions in small groups then later reflect on the ideas they have discussed. In addition, school administrators mentioned encouraging teachers to research potential solutions to problems they face through the internet and consultation with their work colleagues. This was specifically from some head teacher who added;

“As regards problem-solving, we encourage teachers to brainstorm ideas in small groups...furthermore; I also urge them to research and put into practice what they have researched and also to visualize the problems to get solutions.

We give time for people to think through their ideas and let them reflect on their responses before they provide them...”

However, two school head teachers seemed unsure on how they can stimulate critical thinking and problem solving among teachers. When asked, they indicated that they don't know how the two attributes could be encouraged among teachers.

“Critical thinking, critical thinking...I don’t know how we can promote
That but, what if we encourage teachers to work together?”

Regarding creativity and innovation, two respondents mentioned organizing science exhibitions in their schools where science teachers are challenged to work with their students to translate learned information into practice.

“I also challenge staff about the applicability of what they teach the students, so I normally organize science exhibitions where we try to encourage creativity and innovation... to see how they can apply the learned information into practice. We support learners to innovate and teach them to think hard about ways of solving problems. However, much of what they do is a replication of what they have been taught being put into practice or real life. They do stuff like reusable pad making, and soap, then some are engaged in improving solar technology”.

Another interviewee remarked (H₄);

“In the various aspect of school life, teachers are assigned tasks to research on to pave way for viable solutions as per the prevailing problem at hand this encourages creativity, Innovation which improves learners’ performance as teachers search for information, hence teacher commitment. However, the gap between critical thinking and problem solving is relative, as it is hard to tell the judgment approach embraced by the teachers to achieve the intended objectives”.

These results supplemented quantitative data which showed modest efforts by school administrators to promote intellectual stimulation among teachers through encouraging critical thinking, problem solving, creativity and innovation.

4.2.5 Individualized Consideration

Table 4.11:

Responses on Individualized Consideration

IC	Statement	SD	D	NS	A	SA	Mean
IC1	The head teacher recognizes my role as an individual	9 (11.25%)	41 (51.25%)	10 (12.5%)	9 (11.25%)	11 (13.75%)	2.6
IC2	The head teacher often communicates and listens to my concern	13 (16.25%)	45 (56.25%)	9 (11.25%)	9 (11.25%)	4 (5.0%)	2.3
IC3	The head teacher spends time mentoring and coaching me.	8 (10.0%)	46 (57.5%)	14 (17.5%)	6 (7.5%)	6 (7.5%)	2.4
IC4	Because the head teacher inspires me to grow personally, I am dedicated to my work.	14 (17.5%)	37 (46.25%)	13 (16.25%)	6 (7.5%)	10 (12.5%)	2.5
IC5	I am dedicated to my profession since the head teacher values what I have to offer.	10 (12.5%)	46 (57.5%)	9 (11.25%)	9 (11.25%)	6 (7.5%)	2.4

Table 4.11 showed that most respondents 62.5% cumulatively disagreed when asked whether the head teacher recognizes their roles as individuals, 25% agreed while (12.5%) were not sure. The mean value was 2.6 which led to the belief that head teachers fairly

recognized the roles of teachers as individuals; this was also reflected with the frequency of respondents of 25.0. Less than three quarters of respondents (72.5%) cumulatively disagreed with the statement “the head teacher often communicates and listens to my concern”, 16.25% agreed while (11.25%) were not sure. This indicated that three quarters of the respondents were in disagreement. The mean score was 2.3 which implied that head teachers did not often communicate and listen to teachers’ concerns. On whether their head teachers spent time mentoring and coaching them, more than half of respondents (67.5%) disagreed, 17.5% were not sure while 15% agreed. this suggested that more than half of the respondents were not in agreement. The mean value was 2.4 which suggested that head teachers were not mentoring and coaching respondents.

When asked whether they are committed to their work because the head teacher inspires me to grow personally, 63.75% disagreed, 20% agreed and 16.25% were not sure. This implied that the majority were not in agreement with the notion. The average value of the responses was 2.5 which suggested that head teachers were not encouraging teachers to self-develop. Study results also showed that the biggest number of participants 70% disagreed when asked whether they were committed to their work because the head teacher recognizes their contributions, 18.75% agreed while (11.25%) were not sure. The average score for responses was 2.4 which suggested that most teachers were not committed to their work because the head teacher did not recognize their contribution.

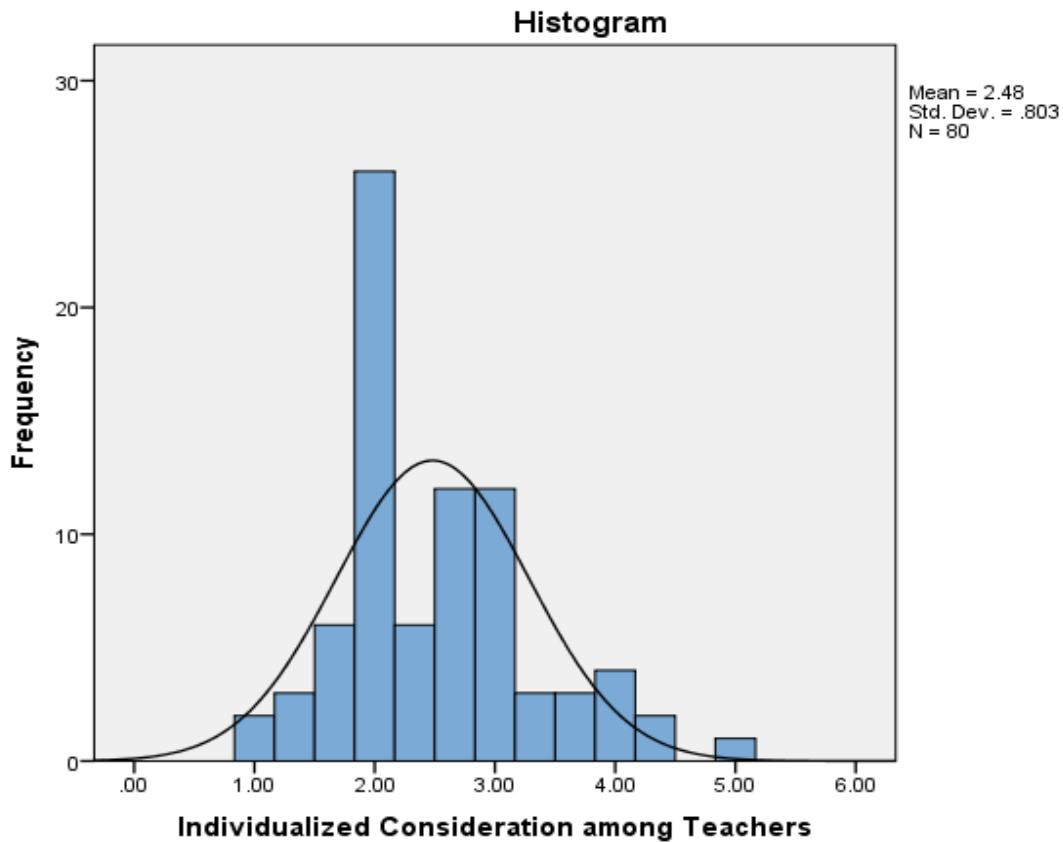


Figure 4.7:

Histogram on Individualized Consideration among Teachers

Results presented in Figure 4.7 showed an average mean=2.48 which suggested that teachers disagreed. The standard deviation=0.80 was low which implied that the results were closely distributed around the mean value. The average mean meant that Individualized consideration among teachers was low while the low standard deviation suggested low dispersion in the responses. Qualitative data obtained from Key Informants partly contradicted the above results. Almost all school administrators admitted to recognizing individual and group efforts and performance of teachers. They explained that this is done through monetary incentives and provision of certificates associated with student performance. Two administrators reported that their schools have an established performance-based recognition system where they give money to teachers for every

distinction and credit attained in national examinations by students. One school administrator (H₂) also explained that they provide certificates of appreciation and achievement to best performing teachers annually at their end-of-year party.

“We recognize the achievement of our teachers; the critical one is at the end of the year when we hold an annual party. At that party, we normally give out gifts and recognize the contribution of different staff towards the overall school improvement and operation of a particular year. When national results are out, we offer money for every distinction and every credit. Teachers are happy about it. Then, we also provide certificates of achievements and certification of appreciation for one’s performance towards operation in a particular year that is how we appreciate them”.

One deputy head teacher (D₄) remarked;

“Teachers’ individual worth is recognized by the administration; however, the teachers whose results were poor and unmotivated as a lea is always made to have the basic rewards for all as the effort were made to teachers despite the poor grades”.

However, none of the school administrators was mentoring/coaching teachers in their schools and half of them agreed that their teachers are not committed to their work, suggesting limited individualized consideration conducted by school administrators, collaborating with the bulk of quantitative results.

Correlation of transformational leadership and commitment of teachers

At preliminary level, a correlation analysis was carried on the relationship between transformational leadership and commitment of teachers. The correlation test involved testing the hypotheses to the effect that there is no statistically significant relationship between inspirational motivation and teacher commitment in secondary schools (H₁), there is no statistically significant impact between intellectual stimulation and teacher commitment in secondary schools (H₂), and there is no statistically significant relationship between individualized consideration and teacher commitments in secondary schools (H₃). The correlation results were as presented in Table 4.12.

Table 4.12:

Correlation between transformational leadership and teacher commitment

Correlations		Teacher Commitment	Inspirational Motivation	Intellectual Stimulation	Incentivized Consideration
Teacher Commitment	Pearson Correlation Sig. (2-tailed)	1			
Inspirational Motivation	Pearson Correlation Sig. (2-tailed)	0.590**	1		
Intellectual Stimulation	Pearson Correlation Sig. (2-tailed)	0.589**	.625**	1	
Individualized Consideration	Pearson Correlation Sig. (2-tailed)	0.592**	.533**	.657**	1

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

The data presented in Table 4.12 showed a strong statistically significant relationship between teacher commitment and inspirational motivation ($r=0.590^{**}$, P-value <0.01). Therefore, H_{01} which stated that there is no statistically significant relationship between Inspirational Motivation and Teacher commitment is rejected and there exists a moderate positive relationship. This implied that inspirational motivation by head teachers was positively related to teacher commitment in secondary schools in Buwenge town council by 59%. Study results also showed that there is a positive significant relationship between intellectual stimulation and teacher commitment ($r=.589^{**}$, P-value <0.01). Therefore, H_{02} which stated that there is no statistically significant impact between intellectual stimulation and teacher commitment is rejected and there exists a positive relationship.

Data presented in Table 4.12 showed that there was a positive significant relationship between Individualized Consideration and teacher commitment ($r=0.592^{**}$, P-value <0.01). Therefore, H_{03} which stated that there is no statistically significant relationship between individualized consideration and teacher commitment is rejected and there exists a positive and strong relationship. This implied that individualized consideration by head teachers positively affected teacher commitment in secondary schools in Buwenge town council by 59.2%.

4.3 Regression Model for Transformative Leadership and Teacher Commitment

At the confirmatory level, to establish whether dimensions of transformational leadership namely; inspirational motivation, intellectual stimulation and individual consideration rewards predict teacher commitment, a regression analysis was carried out.

Table 4.13:*Regression model for transformative leadership and teacher commitment*

Coefficients^a		Unstandardized		Standardized	t	Sig.
Model		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	0.093	0.228		.409	0.684
	Inspirational Motivation	0.794	0.172	0.485	4.622	.000
	Intellectual Stimulation	0.092	0.143	0.073	0.640	0.524
	Individual Consideration	0.341	0.148	0.239	2.305	0.024
Adjusted R ² = 0.441						
F = 21.812						
a. Dependent Variable: Teacher Commitment						

The results in Table 4.13 showed that dimensions of transformation leadership namely; inspirational motivation, intellectual stimulation and individual consideration explain 44.1% of the variation in teacher commitment (adjusted R = 0.441). This meant that 55.9% of the variation was accounted for by other factors not considered under this model. The dimensions of transformational leadership namely inspirational motivation ($\beta = 0.485$, $p = 0.000 < 0.05$) was accepted, intellectual stimulation ($\beta = 0.073$, $p = 0.524 < 0.05$) was rejected and individual consideration ($\beta = 0.239$, $p = 0.024 > 0.05$) was accepted had a positive and significant influence on commitment of teachers. This meant that hypotheses (H₁ and H₃) which stated that there is no statistically significant relationship between the two dimensions of transformation leadership and teacher commitment are accepted. The magnitudes of the respective betas suggested that inspirational motivation had the most significant influence on teacher commitment followed by individual consideration and intellectual stimulation respectively. To the contrary the second hypotheses (H₂) was rejected because the p value was greater than 0.05 .

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter of the study discusses the findings of the study cross-referencing with findings of previous scholars. Basing on the discussion, conclusions leading to the recommendations of the study are derived. The limitations of the study are identified and suggestion for future research made.

5.1 Discussion

This section presented the discussion of the findings of the study on transformational leadership and commitment of teachers in government-aided and private secondary schools in Buwenge town council, in Jinja district. The discussion involved cross-referencing the findings of the study and related literature of previous scholars.

5.1.1 Hypothesis one: There is no statistically significant relationship between inspirational motivation and teacher commitment in secondary schools in Buwenge town council. The hypothesis developed from this study tested the statistical significant relationship between inspirational motivation and teacher commitment. This was developed from the first objective of the study which intended to investigate the relationship between inspirational motivation and teacher commitment in secondary schools in Buwenge town council. However, the hypothesis results indicated that it was accepted since ($\beta=0.485$, $p = 0.000 < 0.05$) which showed significance of the relationship. Therefore inspirational motivation among teachers has a positive significant relationship with commitment of teachers. The study results were consistent with findings obtained by Olurotimi et al. (2015)

which found a moderate positive relationship between inspirational motivation and commitment of employees. He said that, where there were promotional activities and salary increments, it brings a positive improvement in teachers' behavior and tends to improve their morale to high level of commitment hence willingness to stay longer school.

This is also consistent with the studies carried out by Oboko and Wasswa (2015) in their studies conducted in Mbale and Nakasongola districts which found significant relationships between aspects of motivational factors and teacher commitment. However, both Olurotimi and Oboko's studies were conducted in public schools while the current study was done in both private and public schools. This meant that the findings of the study concurred with the findings of previous scholars. Likewise, the study results were in line with a study by Ibrahim et al., (2014) who found a significant and a positive relationship between inspirational motivation and job commitment in public schools in Matinyani. Therefore; there is a positive and significant relationship between inspirational motivation and teacher commitment.

5.1.2 Hypothesis Two: There is no statistically significant relationship between intellectual stimulation and teacher commitment in secondary schools in Buwenge town council. The second hypothesis tested the statistically significant relationship between intellectual stimulation and teacher commitment in secondary schools in Buwenge town council. This was developed from the second objective which assessed the relationship between intellectual stimulation and teacher commitment. However, the hypothesis was rejected since the ($\beta=0.073$, $p = 0.524 < 0.05$). Therefore, school administrators' leadership behavior has an insignificant relationship with teacher commitment. The results were in line with the findings by Waldman and Atwater (1994) which showed no correlation between staff commitment and intellectual stimulation. Likewise, the results were also consistent

with Wilson-Evered et al., (2001) and Jaussi and Donnee (2003) who found no relationship between intellectual stimulation and commitment. Therefore, the results on intellectual stimulation and teacher commitment are dependent on the context.

Nevertheless, there were some contradictions with the findings obtained by Yasin et al., (2014) in Indonesia who found that intellectual stimulation promoted commitment and innovation among employees. Similarly, the results were consistent with those by Al-Madi et al., (2017) which showed a significant impact after studying employee motivation of front-line employees of retail stores on organization commitment in Jordan. It was also found out that motivation affected all the 3 components of employee commitment thus, continuous, affective and normative. These results also concurred with what was found out by Danish and Munir (2012) in Pakistan where a strong positive relationship between motivation and teacher commitment was observed. Additionally, the results were in agreement with a study by Akeel et al., (2013) which showed a positive impact between intellectual stimulation and employee commitment. Consistently, the results were in agreement with a study by Kimeto et al., (2017) who found out that intellectual stimulation positively predicted employee commitment.

5.1.3 Hypothesis Three: There is no statistically significant relationship between individualized consideration and teacher commitment in secondary schools in Buwenge Town Council. The third hypothesis tested the statistically significant relationship between individualized consideration and teacher commitment. This was developed from the objective which examined the relationship between individualized consideration and teacher commitment. Hypothesis test results showed that there was a significant relationship because the ($\beta=0.239$, $p = 0.024 > 0.05$) which signified a moderate positive relationship thus the hypothesis was accepted. Therefore, there is a relationship between Individualized

consideration and teacher commitment in schools in Buwenge Town Council. These results concurred with previous scholars. For example, the findings agree with Kirkbride (2006), Hoffman and Frofst (2006) who pointed out that training, mentoring, and teaching are key in transformational leadership, and further urged that the behavior of the leader is core in individualized consideration where employees are treated with kid gloves through tutoring and addressing their desires. Similarly, the study affirms what was observed by Riaz, et al., (2011) when they concluded that individualized consideration has a positive impact on commitment. The results also agree with what was pointed out by Amin et al., (2018) when they observed that individualized consideration has a positive impact on affective commitment. However, the results were inconsistent with what was obtained by Waris et al., (2018) because they found out that individualized consideration had no impact on employee commitment.

5.2 Conclusion

This study examined the relationship between transformational leadership and teacher commitment in secondary schools in Buwenge Town council. From the discussion on the findings on the same, it's here concluded that:

1. Inspirational motivation is paramount to teacher commitment. It embraces the use of persuasive and different education styles of impact, inspiring employees to build a strong vision, mission, and tasks assigned to them to achieve the set goal, this motivates and forces leaders to have a strong attachment to the institution. Time devoted by the head teachers to the school, appreciating teachers, recognizing the individual worth and achievement inspires the human resource, similarly working on challenging tasks set by the supervisor as well as motivational speeches and also

public displays bridge the communication gaps hence inspiring the employees to strive for the best to achieve institutional goals.

2. Intellectual stimulation is a key component to teacher commitment in any institution. New situations are driven from the old versions of events through inventiveness and imaginativeness by questioning assumptions. Weaknesses of employees are not made public. Awareness of problem-solving is addressed thus encouraging employees to question ideas, ethics, and assumptions hence creating a strong sense of belonging, this supports workers to reflect innovatively, investigate challenges, and discover new solutions through technological advancement.
3. Individualized consideration is imperative for teacher commitment. Selflessness of the employer to achieve the intended objective creates a strong link with the employee through induction of staff where employees' wishes, expectations, fears, needs, values and abilities take center stage. A number of people want assurance, a few want pleasure and others prefer wealth as well as leisure and fun thus being aware of the individual differences of the employees help to build a strong team which is committed to their work as well as to the entire institution.

Based on the findings, the study concluded that there was a strong positive relationship between transformational leadership and teacher commitment. The study found significant relationships between teacher commitment and the inspirational motivation, individualized consideration but insignificant relationship with intellectual stimulation. Therefore, the two hypotheses H1 and H3 (inspirational motivation, , and individualized consideration) were accepted while H2 was rejected.

5.3 Recommendations

This study examined transformational leadership and teacher commitment in secondary schools in Buwenge town council. The conclusions above led to the making of the recommendations here under.

5.3.1 Objective one: To investigate the relationship between inspirational motivation and teacher commitment in secondary schools in Buwenge town council in Jinja District. In reference to the above objective one, the study recommended that stakeholders such as the government, head teachers, and the Board of Governors should get involved in the management of schools so as to devise ways of enhancing the remuneration of teachers. Thus, teachers should be given good salary pay, bonus for exceeding performance, and allowances when they do extra work.

5.3.2 Objective two: To assess the relationship between intellectual stimulation and teacher commitment in secondary schools in Buwenge town council in Jinja District. The study recommended that Head teachers should minimize the use of intellectual stimulation as an avenue of driving teacher commitment. The degree, to which the leader challenges assumptions, takes risks and solicits followers' ideas does not necessary move teachers to be committed to the institutions because they nurture and develop people who think independently. Therefore, head teachers should ensure discretion of teachers on what they are supposed to do, need to be done, how to it, determining their level of commitment and setting goals to achieve.

5.3.3 Objective three: To examine the relationship between individualized consideration and teacher commitment in secondary schools in Buwenge town council Jinja District.

The study recommended that Head teachers should ensure teacher inclusion in decision making in the schools. Therefore, head teachers should use teachers' suggestions to make decisions that affect them, consider their ideas even when they disagree with them, and supervisors should consult them when faced with challenges. Supervisors should also ask supervisees on how to carry out assignments and what assignments to be given.

5.4 Limitations and Suggestions for Further Research

This study suggests a framework for promoting teacher commitment of secondary school teachers. The study suggests that to promote teacher commitment head teachers should be supportive to teachers and promote teacher participation. However, the first limitation of the study is that the results for the second hypothesis were contrary to what was conjectured. This means that the hypothesis needs to further be tested in different contexts of schools in Uganda. Another limitation of the study was that it was largely qualitative hence limited in-depth analysis. Therefore, future studies should consider largely using a qualitative approach for in-depth analysis.

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Appendices

Appendix I: Letter of Introduction



Date: 03rd April, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: RICHARD AYAGA- 17/U/14525/GMED/PE

This is to certify that Richard Ayaga- 17/U/14525/GMED/PE is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

“Transformational leadership and commitment of teachers in secondary schools in Buwenge Town Council, Jinja District, Uganda”

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

Appendix II: Consent Form

Introduction:

I am Ayaga Richard, a student of Kyambogo University undertaking a Masters' Degree in Educational Policy, Planning, and Management. I am conducting a study on Transformational Leadership and Commitment of Teachers in Secondary Schools in Buwenge Sub County, Jinja district, Uganda.

You are being asked to take part in a research study. Please read this form carefully and ask any questions you may have before agreeing to take part.

What we will ask you to do: If you agree to be in this study, we will ask you to fill a questionnaire about application of transformational leadership style by your school administrators and teacher commitment.

Benefits of the study: The study will generate information which will provide insight about some of the leadership and how best school administrators can improve teacher commitment in their schools. The study is a partial fulfillment of the requirements for the award of Masters' Degree in Educational Policy, Planning, and Management.

Rights of the Respondent: Your participation in this study is voluntary and you will not receive any financial rewards for your participation. You have the right to withdraw from this study at any time you feel like and your responses will be treated with utmost confidentiality and only used for the purpose of research.

Confidentiality of Information given: The information generated from this study will remain anonymous and will be available at Kyambogo University.

Potential Risks: The study does not have any harmful effects apart from taking 30-40 minutes of your time.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature _____ **Date** _____

Signature of person obtaining consent _____ **Date** _____

Appendix III: Questionnaire

Instructions: Answer the following questions by ticking/circling the most correct alternative provided or by answering in the spaces provided.

SECTION A: BACKGROUND INFORMATION

Self-Administered Questionnaire for Subject Teachers, Class Teachers and Directors of Studies

(Put A Tick to the Most Appropriate Response)

1	Name of School			
2	Designation	Head teacher	Director of Studies	Class Teacher
		Subject teacher		
3	Gender	Male	Male	Female
4	Age Bracket	18—24 years	25-31	32-38 years
		39-45 years	45-51	52 and above
5	Highest Academic Qualification	Master's degree	Degree	Diploma
		Post Graduate		Master's Degree

Section B: Transformational leadership dimensions in our school

Please tick according to your level of agreement or Disagreement where (SD) means strongly disagree, (D) means Disagree, (NS) means Not Sure, (A) means Agree and (SA) means strongly Agree.

S/N		Response				
		SD	D	NS	A	SA
IM	Inspirational motivation					
IM1	The Head teacher is involved in strategic decision-making process					
IM2	The head teacher shares the school vision to the staff members					
IM3	There exist high levels of commitment in the school					
IM4	The head teacher encourages the staff to have faith in and believe in the goals they have been given.					
IM5	The personnel at our school are motivated to work hard and to be loyal to the head teacher.					
IM6	The school leadership displays optimism and enthusiasm					
IM7	The head teachers hold virtue of team building and collective responsibility in our institution					
IM8	The head teacher plans motivational talks for the employees in our school					
IS	Intellectual stimulation					
IS1	I do not have any deeper attachment to this school					
IS2	I diligently perform my work whole heartedly because of the support given by the head teacher					
IS3	I am happy with my work since the head teacher pushes me to rethink my presumptions.					
IS4	The principal promotes using critical thinking when making judgments.					
IS5	The head teacher encourages new ways of solving problems					

IS6	The head teacher challenges us to critically re-evaluate our presumptions and inquiries.					
IS7	I am dedicated to my profession because the head instructor challenges me to approach issues from various perspectives.					
IS8	Because my head teacher values creativity and innovation in my work, I put in extra effort.					
IC	Individualized consideration					
IC1	The head teacher recognizes my role as an individual					
IC2	The head teacher often communicates and listens to my concern					
IC3	The head teacher spends time mentoring and coaching me					
IC4	Because the head teacher inspires me to grow personally, I am dedicated to my work.					
IC5	I am dedicated to my profession since the head teacher values what I have to offer.					

Section C: Teacher Commitment

Please tick according to your level of agreement or Disagreement where (SD) means strongly disagree, (D) means Disagree, (NS) means Not Sure, (A) means Agree and (SA) means strongly Agree.

SN	Statement	SD	D	NS	A	SA
AC	Affective commitment					
AC1	I Feel satisfied and happy to serve in this institution for my entire life					
AC2	All the burdens of this institution, I feel I should own them all					
AC3	I feel this school isn't part of my family					
AC4	I have no sense of attachment and belonging to this institution					
AC5	For me, this school holds a lot of special value.					
NC	Normative commitment					
NC1	I'd feel bad if I quit this company right now.					
NC2	I don't feel any pressure to stay at my school.					
NC3	This group merits my allegiance.					
NC4	I owe a great deal to this school					
NC5	I don't think it would be right to leave, even if it were in my favor.					
CC	Continuous commitment					
CC1	I think my options are too limited to consider dropping out of this school.					
CC2	If I left my school, too much of my life would be disrupted					
CC3	I couldn't leave school without causing too much disruption in my life.					

Appendix IV: Interview for the deputy and head teacher

Inspirational Motivation

1. How do you motivate and inspire your staff? Do you provide motivation talks? If yes, how often do you?
2. How do you promote team building and collaborations among teachers?
3. On a scale from 1 to 10, rate the average commitment of teachers in this school.

Intellectual Stimulation

4. How do you promote the following attributes among teachers;
 - a) Critical thinking
 - b) Problem Solving
 - c) Creativity and Innovation

Individualized Consideration

5. How do you appreciate individual achievement/contribution made by teachers in this school?
6. How channels do teachers in this school have to ensure that they are listened to and are able to communicate their views and concerns?
7. When and how do you provide mentoring and coaching to teachers in this school?

Teacher commitment

8. Comment on commitment among teachers in this school
9. On a scale of 1 to 10, what do you think is the average commitment among teachers in this school?
10. Explain why you selected the above average commitment

Appendix V: Content Validity Index

$$5.6 \div 5 = 1.13$$

Affective commitment

Judges	Relevant	Irrelevant
Judge 1	5	0
Judge 2	5	0
Judge 3	3	0
5		

$$CVI = 5+5+3 = 13 \div 3 = 4.33$$

$$4.33 \div 5 = 0.866$$

Normative commitment

Judges	Relevant	Irrelevant
Judge 1	5	0
Judge 2	5	0
Judge 3	3	0
5		

$$CVI = 5+ 5+ 3= 13 \div 3 = 4.33$$

$$4.33 \div 5 = 0.866$$

Continuous commitment

Judges	Relevant	Irrelevant
Judge 1	2	1
Judge 2	2	1
Judge 3	3	0
3		

$$CVI = 2+ 2+ 3= 7 \div 3 = 2.333$$

$$2.333 \div 3 = 0.777$$

Inspirational motivation

Judges	Relevant	Irrelevant
Judge 1	7	1
Judge 2	6	2
Judge 3	4	1
8		

$$CVI = 7+6+4 = 17 \div 3 = 5.66$$

$$5.66 \div 8 = 0.708$$

Intellectual stimulation

Judges	Relevant	Irrelevant
Judge 1	7	1
Judge 2	6	2
Judge 3	4	1
8		

$$CVI = 7+ 6+ 4 = 17 \div 3 = 5.66$$

$$5.66 \div 8 = 0.708$$

Individualized consideration

Judges	Relevant	Irrelevant
Judge 1	7	1
Judge 2	6	2
Judge 3	4	1
5		

$$CVI = 7+ 6+ 4 = 17 \div 3 = 5.7$$

$$5.7 \div 8 = 0.712$$

Appendix VI: Reliability Results

Reliability Statistics for Affective Commitment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.905	0.906	5

Item-Total Statistics for Affective Commitment

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.636	0.903
2.	0.763	0.885
3.	0.823	0.876
4.	0.766	0.885
5.	0.689	0.897

Reliability Statistics for Continuance Commitment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.836	0.834	5

Item-Total Statistics for Continuance Commitment

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.666	0.795
2.	0.695	0.786
3.	0.811	0.752
4.	0.598	0.814
5.	0.430	0.855

Reliability Statistics for Normative Commitment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.716	0.715	3

Item-Total Statistics for Normative Commitment

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.334	0.707
2.	0.284	0.713
3.	0.598	0.638

Reliability Statistics for inspirational motivation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.919	0.920	8

Item-Total Statistics for inspirational motivation

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.744	0.908
2.	0.763	0.906
3.	0.749	0.907
4.	0.832	0.899
5.	0.764	0.906
6.	0.729	0.909
7.	0.680	0.915
8.	0.730	0.909

Reliability Statistics for Intellectual stimulation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.819	0.920	8

Item-Total Statistics for intellectual stimulation

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.116	0.948
2.	0.659	0.802
3.	0.607	0.804
4.	0.686	0.800
5.	0.600	0.805
6.	0.591	0.803
7.	0.669	0.797
8.	0.673	0.802

Reliability Statistics for individualized consideration

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.836	0.890	5

Item-Total Statistics for individualized consideration

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.729	0.810
2.	0.731	0.812
3.	0.667	0.816
4.	0.680	0.814
5.	0.519	0.823

Appendix VII: Plagiarism Test Report

TRANSFORMATIONAL LEADERSHIP AND COMMITMENT OF TEACHERS IN SECONDARY SCHOOLS IN BUWENGE TOWN COUNCIL, JINJA DISTRICT, UGANDA

by Richard Ayaga

Submission date: 20-Jan-2024 12:58PM (UTC+0100)

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