

## EXAMINING THE RELATIONSHIP BETWEEN TRANSFORMATIVE LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION IN SELECTED PUBLIC SECONDARY SCHOOLS IN KAGADI DISTRICT. A CROSS-SECTIONAL STUDY.

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### Abstract Background

There has been a growing recognition of the importance of transformational leadership in education, where head teachers inspire and motivate teachers to achieve high levels of performance. The study aims to examine the relationship between transformative leadership styles and teachers' job satisfaction in selected public secondary schools.

### Methodology

A descriptive, correlational, and cross-sectional survey design was undertaken with a mixed approach with both quantitative and qualitative data in 8 secondary schools within Kagadi district. Means and standard deviations were also used to analyze data collected on the dependent variable and the dependent variable using the Likert 5-point scale of the responses. The target population comprised 146 participants which included 08 head teachers and 138 secondary school teachers.

### Results

24% of the respondents were female while 76% were male. 32% of the respondents had a diploma education level, 62% had a degree and 6% had a master's degree. The correlation between transformative leadership style and teacher's job satisfaction in Selected public secondary schools in Kagadi District was ( $r=0.534$ ,  $\text{sig}= 0.011$ ) indicating a moderate positive correlation between Transformative Leadership Styles and Teacher's Job Satisfaction. The coefficient for transformative leadership style ( $B = 4.379$ ) is statistically significant ( $p = 0.002$ ), indicating that teachers' job satisfaction increases by 4.379 units for every one-unit increase in transformative leadership.

### Conclusions

The moderate positive correlation between transformative leadership style and teachers' job satisfaction suggests that implementing transformative leadership practices in schools can lead to increased job satisfaction among teachers and are characterized by vision, inspiration, and empowerment, are likely to create a positive work environment that fosters satisfaction and fulfillment among teachers.

### Recommendations

The Ministry of Education and Sports should offer training opportunities for head teachers to enhance their transformative leadership skills further.

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**Keywords:** Transformative leadership, Job satisfaction, School culture, Teachers

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### Background

In recent decades, there has been a growing recognition of the importance of transformational leadership in education, where head teachers inspire and motivate teachers to achieve high levels of performance. This leadership style emphasizes creating a positive school culture, fostering innovation, and developing strong relationships with staff. This contemporary leadership approach may have implications for teacher job satisfaction in today's selected public secondary schools. Following independence, Uganda's education system underwent reforms, including efforts to indigenize the curriculum and educational leadership. Head teachers' leadership style during this period may have been influenced by a mix of traditional, colonial, and newly

emerging leadership models, which in turn could have affected teacher's satisfaction. In recent years, Uganda has seen efforts to improve the quality of education, enhance teacher training, and promote professional development. Head teacher's leadership styles are increasingly being scrutinized in light of these reforms, and their impact on teacher satisfaction is a subject of ongoing research and discussion (Kerah, Musa, & Abdu, 2023).

Transformational leadership theory suggests that effective leaders inspire and motivate their followers to go beyond their self-interest for the good of the organization (Sangchokyo, Klinger, & Campion, 2020). In the context of the study, the theory proposes that head teachers who exhibit transformational leadership styles, such as being charismatic, empowering, and supportive,

are more likely to enhance teachers' job satisfaction by creating a positive and motivating work environment (Kadiyono et al., 2020). Over time, educational policies and reforms have been implemented to address various challenges in the education sector, such as teacher shortages, curriculum changes, and infrastructure development. These policy shifts may have influenced the expectations placed on head teachers and subsequently impacted the level of teacher satisfaction in secondary schools. The study aims to examine the relationship between transformative leadership styles and teachers' job satisfaction in selected public secondary schools in Kagadi District.

**Methodology**  
**Research Design**

A descriptive, correlational, and cross-sectional survey design was used. The study further took a mixed approach with both quantitative and qualitative data used to beef up the quantitative data where it was deemed necessary. The study was descriptive because the researcher used frequency tables, graphs, and pie charts to explain the findings of the study. The research design was also correlational as it established the relationship between study variables in line with the study objectives. The study

was also cross-sectional as it was for a short period and had no follow-up on the study.

**Study setting**

The study was carried out in Kagadi District, Buyaga approximately (59 miles) southwest of Hoima the largest town in the Bunyoro subregion. This is approximately 245 kilometers by road west of Kampala, Uganda's capital and largest city. The coordinates of the town are 0056280" N, 30048:390'E (Latitude, 0.94111; Longitude 30810833). The researcher selected this area because of the high level of teacher turnover in secondary schools within Kagadi District. The study was done from 2019 to 2022. This period was relevant to the study because it provided information on teacher satisfaction as well as leadership styles used by head teachers in various secondary schools within Kagadi District.

**Target Population**

For this study, the researcher used teachers and head teachers of selected secondary schools in Kagadi District as the respondents. The study was carried out in 8 secondary schools within Kagadi district. Therefore, the target population of the study comprised 146 participants including 08 head teachers and 138 secondary school teachers.

**Table 1: Population of the Study**

Secondary school	Headteachers	Teachers	Total population
Kagadi Secondary School	01	17	18
Rugashari Secondary School	01	18	19
Bwikara Secondary School	01	15	16
Kitegwa Community SS	01	14	15
Naigana Secondary School	01	18	19
Kyakabadiima Community SS	01	17	18
Mabaale Public Secondary School	01	19	20
Bunyoro Secondary School	01	20	21
Total	08	138	146

*Source: Kagadi District Education and Sports Department Report (2023)*

**Sample Size**

The Researcher used the Krejcie & Morgan (1970) table to determine the sample size for the study. Therefore, 105

respondents were selected and were used as the sample size of the study as shown in table 2.

**Table 2: Population, sample size, and sampling technique**

Respondents	Population	Sample size	Sampling technique
Teachers	138	97	Simple random sampling
Headteachers	08	08	Purposive sampling
Total	146	105	

The researcher selected 97 teachers and 08 head teachers hence 105 respondents were used as the sample size. As shown in table 2.

**Sampling Techniques**

Purposive sampling and simple random techniques were used to select the respondents of the study. A purposive sampling technique was used to select head teachers. This

technique suited the respondents since they were key to the study in providing information on the leadership style they use. A simple random sampling technique was used to identify teachers who participated in this study. The method was used to allow all the respondents to participate in the study and avoid bias.

pilot study was entered into the computer Statistical Package for Social Scientists (SPSS) program and the Cronbach Alpha coefficient was computed and found to be 0.9 hence compared with 0.7 as suggested by (Amin, 2005). Therefore, the instruments were declared reliable in correcting data for the study.

**Data Sources**

The study used data from both primary and secondary sources. Primary data was collected from the respondents for the study using a self-administered questionnaire and interviews. The questionnaire was used to collect data from teachers and head teachers of selected secondary schools in Kagadi District.

**Data Collection Instruments**

In carrying out this research, the researcher used vital research instruments which included the questionnaire and interview guide.

**Questionnaires**

Validated questions were designed and distributed to teachers from selected secondary schools to fill in the answers. The questionnaire contained both open-ended questions and close-ended questions. Some questions were open-ended which allowed respondents to give more detailed information that the researcher had not captured. The open-ended questions aimed at restricting the respondents from overviewing their intentions.

**Interview Guide**

The researcher used the interview guide to collect more detailed information from the head teachers of the selected secondary schools in Kagadi District.

**Validity and Reliability of the instruments**

The researcher used the expert judgment method in ascertaining the validity of the research instruments. After constructing the questionnaire, the researcher contacted the supervisor for judgment and input. The supervisor made sure that the questions were clear, relevant, specific, and logically arranged to fit the purpose of the study. The content Validity Index was computed based on the supervisors' judgment and was 0.89. This was compared with 0.7 as proposed by Amin (2009) and the questionnaire was judged valid for the study. To test for the reliability of the instrument, the researcher used the Cronbach alpha coefficient using data collected from the pilot study of five respondents. The data from the

**Data Analysis**

Data was analyzed objective by objective. Frequency counts and percentage distributions were used to analyze data using descriptive statistics of the demographic characteristics of the respondents.

Means and standard deviations were also used to analyze data collected on the dependent variable and the dependent variable using the Likert 5-point scale of the responses. Pearson's Linear Correlation and Multiple Regression analysis were examined at a 5% level of significance in establishing the relationships between study variables.

**Ethical Consideration**

Respondents were informed about the purpose of the study and how the data they provided was to be treated. For this matter, each respondent was contacted and given a consent form to read and if convinced signed.

Respondent's freedom to participate in the study. No respondents were forced to participate in the study. Their rights were respected to participate and were informed fully about their freedom to withdraw any time they wished so. All these were communicated verbally.

The data that respondents gave was treated with utmost confidentiality. The researcher made sure that information about the identity of individual respondents was avoided. In addition, all the information respondents gave through questionnaires was kept secret and was not revealed to other people. The findings were therefore reported in a generalized manner and the raw data was protected from being accessed by other people.

All the necessary clearances were secured from the different offices concerned. These included a research letter from the School of Graduate Studies and Research, Team University, clearance from the TU Research Committee, and an acceptance letter from the selected public secondary schools in Kagadi District.

Integrity and avoiding plagiarism; all authors whose works and ideas have been and were fully acknowledged through proper citation and referencing.

**Results**

**Table 3: Response Rate Of The Study**

Participants	Questionnaires Issued	Questionnaires returned	Response rate
Teachers	97	94	96.9%
Headteachers	08	06	75%
<b>Total</b>	<b>105</b>	<b>100</b>	<b>95.2%</b>

Source: *Primary data (2024)*

In Table 3, out of 97 questionnaires issued to teachers, 94 were returned, resulting in a response rate of 96.9%. For head teachers, out of 8 questionnaires issued, 6 were returned, leading to a response rate of 75%. In total, out of 105 questionnaires issued, 100 were returned, yielding an overall response rate of 95.2%.

This indicates a high level of participation from both teachers and head teachers, with a slightly lower but still considerable response rate from head teachers. Overall,

the response rate for the study was robust, providing a strong basis for analysis and conclusions.

### Demographic characteristics of respondents

Under this section, the category, gender, and age group of respondents are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in Table 4.

**Table 4 Demographic Characteristics Of The Respondents**

Category of respondent	Frequency	Percentage
<b>Gender</b>		
Male	76	76%
Female	24	24%
<b>Total</b>	<b>100</b>	<b>100%</b>
<b>Age Group</b>		
24-35 years	37	37%
36-45 years	47	47%
46-60 years	16	16%
<b>Total</b>	<b>100</b>	<b>100%</b>
<b>Education level</b>		
Diploma	32	32%
Degree	62	62%
Masters	6	6%
<b>Total</b>	<b>100</b>	<b>100%</b>
<b>Marital status</b>		
Single	26	26%
Married	68	68%
Separated	6	6%
<b>Total</b>	<b>100</b>	<b>100%</b>
<b>Level of experience</b>		
0-5 years	27	27%
6-10 years	34	34%
11 and above years	39	39%
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Leadership style used by head teachers</b>		
Transformative leadership style	38	38%
Democratic leadership style	8	8%
Instructional leadership style	54	54%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 4, on gender, showed that male respondents constituted the majority at 76%, while female respondents made up 24% of the total. There was a significant gender disparity among the respondents, with male participants being substantially higher in number. This reflects the gender distribution within the education sector in Kagadi district, indicating potential areas for promoting gender diversity and inclusion in future research and educational initiatives.

Findings on the age group also showed that the largest age group fell within the range of 36-45 years, comprising 47% of the respondents, followed by the age group of 24-35 years with 37%, and finally, the age group of 46-60 years with 16%. The distribution of respondents across age groups shows a relatively balanced representation, with a slightly higher proportion in the middle-age range. This

diversity in age groups provides a broader perspective on the study topic, incorporating experiences and viewpoints from different stages of professional development and life experiences.

On the education level, respondents with a degree constituted the majority at 62%, followed by those with a diploma at 32%, and finally, respondents with a master's degree at 6%. The majority of respondents hold a degree, indicating a relatively high level of educational attainment among the participants. This suggests a well-educated sample population, potentially contributing to the depth and quality of responses regarding the study topic.

On marital status, the largest proportion of respondents are married, accounting for 68% of the total, followed by single respondents at 26%, and finally, separated respondents at 6%. The majority of respondents were

married, reflecting a common demographic characteristic among professionals in the education sector. This marital status distribution provided insights into the personal and familial responsibilities that may influence respondents' perspectives on leadership style and job satisfaction.

On the level of experience, respondents with 11 and above years of experience constituted the largest group at 39%, followed by those with 6-10 years of experience at 34%, and finally, respondents with 0-5 years of experience at 27%. The distribution of respondents across different experience levels indicated a diverse range of professional backgrounds and tenure within the education sector. This diversity in experience levels enriches the study by capturing insights from both seasoned educators and those newer to the profession.

On the leadership styles used by head teachers within the selected secondary schools in Kagadi District, the most frequently cited leadership style used by head teachers was instructional leadership, accounting for 54% of the total responses. This was followed by transformative

leadership style at 38%, and finally, democratic leadership style at 8%.

The predominant use of instructional leadership style among head teachers suggests a focus on promoting teaching and learning effectiveness within schools. However, the presence of a transformative leadership style indicates efforts toward fostering positive organizational change and development. The low percentage of democratic leadership style suggests a potential area for further exploration in terms of participatory decision-making processes within school leadership.

### **Transformative Leadership Style.**

The findings were recorded on a point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table 5.

**Table 5: Transformative Leadership Style.**

Statement	Mean	Std. Deviation
Headteachers set compelling vision for the school	4.212	0.243
Headteachers motivate staff to achieve set targets	2.642	0.381
Headteachers care about the individual needs of their staff	3.231	0.736
Headteachers foster continuous improvement of staff	4.114	0.361
Headteachers demonstrate the values and behaviors they want to see in the school	2.861	0.661
Staff resist changes suggested by the head teachers	2.813	0.431
All the staff depend on the head teacher for direction	2.124	0.378
Headteachers overlook important details of staff and students	2.622	0.246
There are burnouts among both the leader of the school and other staff	2.265	0.325
The headteacher is inflexible and ridged	4.643	0.271
There is abuse of power by the head teachers	4.172	0.813

Table 5, on the statement “Head teachers set a compelling vision for the school” had a mean score of 4.2 and a standard deviation of 0.2. This statement indicates that respondents generally agree that head teachers in selected public secondary schools in Kagadi District set compelling visions for their schools. The high mean score suggests that there is clarity and inspiration in the vision communicated by the head teachers, contributing to a sense of direction and purpose within the school community.

The statement “Head teachers motivate staff to achieve the set target” had a mean score of 2.6 and a standard deviation of 0.3. Respondents somewhat disagree that head teachers effectively motivate staff to achieve set targets. The relatively lower mean score suggests that there may be challenges or limitations in the motivational strategies employed by head teachers, potentially impacting staff engagement and performance.

The statement “Head teachers care about the individual needs of their staff” had a mean score of 3.2 and a standard deviation of 0.7. This statement indicates a neutral perception regarding whether head teachers care about the

individual needs of their staff. The higher standard deviation suggests variability in responses, indicating that some head teachers may demonstrate care for individual staff needs more than others.

The statement “Head teachers foster continuous improvement of staff” had a mean score of 4.1 and a standard deviation of 0.3. Respondents generally agree that head teachers foster continuous improvement of staff. The high mean score suggests that there is recognition of efforts by head teachers to support professional development and growth among the staff, contributing to a culture of learning and improvement within the school.

The statement “Head teachers demonstrate the values and behaviors they want to see in the school” had a mean score of 2.8 and a standard deviation of 0.6. Respondents somewhat disagree that head teachers effectively demonstrate the values and behaviors they want to see in the school. The lower mean score suggests that there may be inconsistencies or perceived gaps between the values espoused by head teachers and their actual behaviors, potentially undermining credibility and trust.

The statement “Staff resist changes suggested by the head teachers” had a mean response of 2.8 and a standard deviation of 0.4. This statement indicates that respondents somewhat disagree that staff resist changes suggested by head teachers. The relatively lower mean score suggests that while there may be some resistance to change, it is not perceived as widespread or significant.

The statement “All the staff depend on the head teacher for direction” had a mean response of 2.1 and a standard deviation of 0.3. Respondents somewhat disagree that all staff depend solely on the head teacher for direction. The low mean score suggests that there is a perception of some level of autonomy or distributed leadership within the school, where staff may seek direction from multiple sources.

The statement “Head teachers overlook important details of staff and students” had a mean score of 2.6 and a standard deviation of 0.2. This statement indicates that respondents somewhat disagree that head teachers overlook important details of staff and students. The relatively lower mean score suggests that while there may be some oversight, it is not perceived as a widespread issue.

The statement “There are burnouts among both the leader of the school and other staff” had a mean response of 2.0 and a standard deviation of 0.3. Respondents strongly disagree that there is burnout among both the leader of the school and other staff. The low mean score suggests that burnout is not perceived as a significant issue within the school, indicating a relatively healthy work environment. The statement “The headteacher is inflexible and rigid” had a mean score of 4.6 and a standard deviation of 0.2. This statement indicates that respondents strongly agree that the head teacher is inflexible and rigid. The high mean score suggests that there is a perception of rigidity in the leadership style of the head teacher, potentially leading to challenges in adapting to change or addressing individual needs.

The statement “There is an abuse of power by the head teachers” had a mean score of 4.1 and a standard deviation of 0.8. Respondents generally agree that there is abuse of power by the head teachers. The relatively high mean score, coupled with the high standard deviation, suggests that while some respondents perceive abuse of power, there may be variability in the severity or nature of such instances.

Overall, the findings suggest a mixed perception of transformative leadership style among head teachers in selected public secondary schools in Kagadi District. While head teachers are seen as setting compelling visions and fostering continuous improvement, there are concerns regarding their ability to motivate staff, demonstrate desired values and behaviors, and avoid rigidity and abuse of power. Addressing these concerns and building on strengths can enhance the effectiveness of transformative

leadership in promoting teacher's job satisfaction and overall school performance.

During the interview with head teachers, one said “*Implementing transformative leadership involves introducing new ideas, strategies, and practices that sometimes face resistance from staff, students, and other stakeholders who are accustomed to the status quo*” He added that “*Transformative leadership requires time, resources, and sustained effort to implement changes effectively thus he faces face challenges in balancing day-to-day responsibilities with the long-term vision of transformation*”. The head teacher mentioned that *implementing transformative leadership involves introducing new ideas, strategies, and practices that may face resistance from staff, students, and other stakeholders who are accustomed to the status quo. This highlights a common challenge encountered when trying to initiate organizational change. Resistance to change can stem from fear of the unknown, attachment to familiar routines, or concerns about the impact of change on individual roles and responsibilities.*

Another head teacher said, “*Engaging and motivating staff to embrace change and actively participate in the transformation process is quite challenging as it requires building consensus and securing buy-in from all staff members which take time and effort*”. The head teacher highlighted the challenges of balancing day-to-day responsibilities with the long-term vision of transformation. *Transformative leadership requires time, resources, and sustained effort to implement changes effectively. Balancing immediate operational needs with the strategic goals of transformation can be challenging, especially when resources are limited and competing demands demand attention.*

Another head teacher said, “*I need adequate training, coaching, or support in developing and implementing transformative leadership strategies, and added that he may struggle to balance administrative tasks, resource management, and staff development with a focus on the academic achievement of learners*”. Another head teacher pointed out the difficulty of engaging and motivating staff to embrace change and actively participate in the transformation process. *Building consensus and securing buy-in from all staff members can be time-consuming and requires effective communication, collaboration, and leadership skills. Resistance or lack of enthusiasm from staff members can impede progress toward achieving transformational goals.*

### **Teachers Job Satisfaction**

The findings were recorded on a five-point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in Table 6.

**Table 6: Teachers Job Satisfaction**

Statement	Mean	Std. Deviation
Teachers are highly committed to working at this school	4.2	0.2
The level of attendance by teachers is high	4.3	0.3
The level of teacher participation in school activities is high	2.2	0.4
The level of teacher turnover is low	2.7	0.2
The level of teacher absenteeism is low	4.8	0.4

The mean score of 4.2 indicates that teachers in these schools are highly committed to staying and working at their respective schools. This suggests a positive attitude towards their employment and a willingness to remain in their positions.

With a mean score of 4.3, the level of attendance by teachers is reported to be high. This indicates that teachers in these schools are consistently present for their duties, which is essential for maintaining continuity in teaching and ensuring students' learning experiences are not disrupted.

The mean score of 2.2 suggests that the level of teacher participation in school activities is relatively low. This could indicate a lack of engagement or involvement in extracurricular or collaborative activities within the school community.

The mean score of 2.7 indicates that the level of teacher turnover is relatively low. This suggests that there may be

some turnover occurring, but it is not as significant as in other schools or districts.

The highest mean score of 4.8 suggests that the level of teacher absenteeism is exceptionally low. This indicates that teachers in these schools are rarely absent from their duties, which contributes to the overall smooth functioning of the educational institution.

Overall, the findings suggest a generally positive outlook on teacher's job satisfaction in selected public secondary schools in Kagadi District. Teachers are highly committed to their schools, attend regularly, and have low levels of absenteeism. However, there appears to be room for improvement in increasing teacher participation in school activities to foster a more engaged and collaborative school community. Additionally, while teacher turnover is relatively low, efforts may still be needed to address any underlying factors contributing to turnover and to maintain a stable teaching workforce.

**Table 7: Correlation Findings**

		Transformative leadership style
Teacher's job satisfaction	Pearson correlation	.534
	Sig. (2-tailed)	.011
	N	100

The correlation between transformative leadership style and teacher's job satisfaction in Selected public secondary schools in Kagadi District was ( $r=0.534$ ,  $sig= 0.011$ ). There was a moderate positive correlation between

Transformative Leadership Styles and Teacher's Job Satisfaction. This suggests that as the implementation of a transformative leadership style increases, teacher's job satisfaction tends to increase as well.

### Regression Between Head Teacher's Leadership Style

Model	R	R Square	Adjusted R Square		
1. Transformative leadership style	.731 <sup>a</sup>	0.534	0.538		
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	2.456	.004		4.623	.010
Transformative leadership style	4.379	.000	.011	4.216	.002
a. Dependent Variable: Teacher's job satisfaction in selected public secondary schools					

The regression model shows a significant relationship between transformative leadership style and teacher's job satisfaction. The coefficient of determination (R-square)

is 0.534, indicating that 53.4% of the variance in teachers' job satisfaction can be explained by transformative

leadership style. The adjusted R-square is 0.538, suggesting that this model fits the data reasonably well. The coefficient for transformative leadership style ( $B = 4.379$ ) is statistically significant ( $p = 0.002$ ), indicating that for every one-unit increase in transformative leadership, teacher's job satisfaction increases by 4.379 units.

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## Discussions

Transformative Leadership Style and Teacher's Job Satisfaction

The moderate positive correlation coefficient of 0.534 between transformative leadership style and teacher job satisfaction in selected public secondary schools in Kagadi District indicates a significant relationship between these two variables. This suggests that as the implementation of a transformative leadership style increases, teacher's job satisfaction tends to increase as well.

Transformative leadership styles are characterized by leaders who inspire and motivate followers to achieve common goals, foster a supportive and inclusive work environment, encourage innovation and creativity, and empower individuals to reach their full potential.

The moderate positive correlation between transformative leadership style and teacher job satisfaction suggests that when school leaders exhibit traits associated with transformative leadership, such as being visionary, supportive, and empowering, teachers are more likely to feel satisfied and fulfilled in their roles.

The literature review identifies various leadership styles, including democratic, transformational, autocratic, and laissez-faire, and discusses their implications for teachers' job satisfaction. It highlights the importance of supportive and empowering leadership styles in enhancing job satisfaction among teachers (Oketcho, 2020; Sarah et al., 2023).

The findings from Kagadi District indicate that head teachers in selected public secondary schools are perceived to exhibit a transformative leadership style, characterized by setting compelling visions, fostering continuous improvement, and promoting a culture of learning and growth among staff. However, there are concerns regarding their effectiveness in motivating staff, demonstrating values consistently, and avoiding abuse of power.

Studies cited in the literature review suggest a strong positive correlation between transformative or democratic leadership style and teacher's job satisfaction (Sehar&Alwi, 2019). These findings align with the moderate positive correlation observed in Kagadi District between transformative leadership style and teacher's job satisfaction ( $r = 0.534$ ,  $\text{sig} = 0.011$ ).

The regression analysis in the Kagadi District study further confirms the significant relationship between transformative leadership style and teachers' job satisfaction, with a coefficient of determination (R-square) of 0.534. This indicates that 53.4% of the variance in teacher's job satisfaction can be explained by transformative leadership style.

The literature review and study findings both identify strengths and areas for improvement in transformative leadership style among head teachers. While head teachers in Kagadi District are perceived positively in vision setting and fostering continuous improvement, there are concerns regarding their effectiveness in motivating staff, demonstrating consistent values, and avoiding abuse of power.

## Conclusions

The moderate positive correlation ( $r=0.534$ ) between transformative leadership style and teachers' job satisfaction suggests that implementing transformative leadership practices in schools can lead to increased job satisfaction among teachers. Schools that prioritize transformative leadership, characterized by vision, inspiration, and empowerment, are likely to create a positive work environment that fosters satisfaction and fulfillment among teachers.

## Recommendations

The Ministry of Education and Sports should offer training opportunities for head teachers to further enhance their transformative leadership skills, equipping them with the knowledge and tools needed to effectively lead and inspire their teams.

Management should establish regular feedback mechanisms for teachers to provide input on instructional leadership practices and their impact on job satisfaction as this will facilitate ongoing improvement efforts and ensure that the needs and perspectives of teachers are considered in decision-making processes.

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## List of abbreviations

**SPSS:** Statistical Package for Social Sciences

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### **Conflict of interest**

There was no conflict of interest declared.

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