

**INFLUENCE OF SERVANT LEADERSHIP AND TRANSACTIONAL LEADERSHIP ON PUPILS' ACADEMIC ENGAGEMENT IN THE SELECTED UPE SCHOOLS IN NORTHERN DIVISION-JINJA CITY. A CROSS-SECTIONAL STUDY.**

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**Abstract  
Background**

Leadership, and in particular school leadership, has been the purpose of research since the late 60s. The study aims to assess the Influence of servant leadership and transactional leadership on Pupils' Academic Engagement in the selected UPE schools in Northern Division-Jinja City.

**Methodology**

a cross-sectional design, whereby; both the qualitative and quantitative techniques of collecting and analyzing data were used. The study population was 260 participants. Quantitative data was analyzed using SPSS to derive relevant descriptive statistics. Qualitative methods of analysis involve employing non-quantitative methods, aiming toward the exploration of social relations, and describing reality as experienced and presented by respondents. It's major

**Results**

56% of the respondents were female while 44% were male. 110 (91.7%) agreed that their school managers encourage cordial relationships between teachers and pupils. 95(79.2%) agreed that the school managers build strong relationships with the community. 91 (75.8%) admitted that their school managers respect the opinions of teachers and pupils. 97(80.8%) respondents admitted that school managers celebrate the success of both teachers and pupils. 97(80.8%) agreed that school managers celebrate the success of both teachers and pupils. (60%) agreed that school managers motivate staff to improve their performance. 80% of school managers easily adapt to new changes in school. 60% agreed that school managers make conventional decisions which enhances improved academic engagement of pupils.

**Conclusion**

Applying both servant leadership and transactional leadership qualities greatly enhances academic achievement in schools since each has qualities that foster greater achievements.

**Recommendation**

The Ministry of Education and Sports organizes routine leadership training programs for school managers and stakeholders to improve the quality of leadership in schools

*Keywords: Servant leadership, Transactional leadership, Leadership in schools, Academic achievement.*

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**Background**

Leadership, and in particular school leadership, has been the purpose of research since the late 60s, however, the definition of leadership has not normally been established, nor has an agreement on its real role and real importance in the school setting so far been achieved. (Scheerens, 2016). It is on this foundation that the significance of leadership has turned out to be more stated today. This clarifies why various studies on leadership try to examine the different notions of leadership and construct novel thoughts on how they apply to different associations including primary schools. According to (Yahya, 2015), leadership styles are important mainly in in-service organizations like schools since they are critical in determining the academic engagement of pupils. School leaders vary in the methods they exercise to carry out all these tasks. From that scenario, the study attempts to explain how different styles of leadership exercised by school leaders influence the academic engagement of the pupils in Northern Division, Jinja City. Stakeholders in education especially during the 21st century are rejecting

poor school leadership styles since they have contributed to poor academic engagement.

Though servant leaders are the holders of authority they have characters of 'serving' at heart. There is no single measurement in analyzing servant leadership but there are six dimensions of leadership behavior: "voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence". Servant leaders' role is to support the stakeholders to grow and be innovative. It is observed that servant leaders support their followers for the improvement of their morale. Servant leaders have to pay attention to the concerns of their juniors and when they feel comforted, they gain maturity. A high level of trust between leaders and followers generates a good work environment. The above definitions clarify the importance of prioritizing the stakeholders of an organization as a source of effective service delivery.

Transactional leadership is the substitution of one goal for another to increase leadership performance, to encourage change in leadership employees to become ethical leaders

of the future, by coaching them to recognize the challenges of leadership situations to lead the organization to increase employee performance. Another view is that transactional leaders identify employees' needs and reward them for satisfying those needs so that they perform better (Arnold et al., 1998). The transactional leadership style is considered to be an exchange of rewards based on completion, which has been likened to the carrot and stick method for employees to complete their leadership tasks (Bass, 1997). Transactional leaders can use punishment when the work is poor, or the results are negative but can achieve rewards when the work is positive. The transactional leadership style is criticized for being more management-oriented than strategic in leadership even though this is a partnership relationship agreement between leaders and employees. This indicates the employee's compliance based on the punishment or reward they receive, the employee's level of work engagement will depend greatly on the reward or punishment, the organization will be difficult to change because leaders are more interested in processes than progressive ideas, in finding faults to punish, and achievements for rewarding rather than motivating employees to work. Leaders exchange rewards or punishments with employees based on task completion in return for employee productivity.

## Methodology

### Research Design

The researcher used a cross-sectional design, whereby; both the qualitative and quantitative techniques of collecting and analyzing data were used. Qualitative techniques were applied to the data collected using interview guides and documentary review while quantitative techniques were applied to data collected using questionnaires (Bruce, 1994). The use of the two approaches was based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Amin, 2005 and Bruce, 1999).

### Study Population

The researcher used teachers, head teachers, and pupils in primary seven was selected as respondents of the study. The study population was 260 participants. These included 5 headteachers, 25 teachers, and 230 primary pupils from the five selected primary schools.

### Sample Size and Sampling Techniques

#### Sample Size

The study sampled five UPE schools. These were selected based on accessibility, five head teachers were selected from the selected five schools, 25 teachers from a total of 200 were selected, and five teachers from each school. In addition, 125 pupils from a total of 14,000 were selected, five pupils from each school; therefore, the study had 155 respondents in total.

**Table 1 Sample Size**

Respondents	Target population	Sample Size	Percentage	Sampling Technique
Head teachers	5	5	3.2	Purposive
Teachers	25	25	16.1	Simple Random
Pupils	230	125	80.6	Simple Random
<b>Total</b>	<b>14220</b>	<b>155</b>	<b>100</b>	

Source: Researcher, 2023

### Sampling Techniques

In this study, the researcher used probability sampling techniques to pick five UPE schools among all the UPE schools in Northern Division, Jinja City, specifically simple random sampling technique was applied. The research sample was collected in the following manner; first, since they are part of the school heads, 05 head teachers of the selected schools were purposively selected, and thus, main informants. They presented information on setting school priorities, purpose, and vision, clarifying the pathways, and finding simple ways to make decisions by eliminating barriers that impede the better success of

pupils and empowering teachers and pupils based on performance and engagement respectively.

Secondly, 25 teachers were selected using simple random sampling to identify the strengths and skills of head teachers to lead and stick to leadership styles such as setting mission and vision for school goals, clarifying the directions to subordinates, and finding easy ways to make decisions and methods used to inspire teachers and pupils. Thirdly, a sample of 125 pupils was chosen using a simple random sampling technique.

## Research Instruments

The researcher developed a corresponding data collection instrument which was used to collect the necessary information for this study. This was achieved by designing the questions in sections that fully correspond with the research objectives and questions. The researcher developed a set of items informed of closed-ended questions to gather adequate and reliable information. The questionnaire that was constructed shall be administered to all the respondents.

### Questionnaire

In this study Choice of questionnaires was based on the fact that they give standard questions, uniform answers, are easy to distribute, can be filled at ease, are time-saving, eliminate interview bias, and create greater anonymity (Mbabazi 2007 and Sarantakos 1998). The data collection method was therefore questioning, and this targeted all the respondents of the study.

### Interview Guide

According to Karoro (2001), interviews can provide in-depth data not possible with a questionnaire. The researcher used interviews because they have a high response rate, firsthand data can be obtained from persons of interest, more than one view of the matter can be obtained, quick information is collected, flexibility is high, and clarifications can be made on the spot. Information that was gathered through the interview guide was corroborated by that collected using questionnaires to ensure reliability (Wragg 1990, Mashall 1989 and Kakooza 2002). Similarly, the data collection method was therefore interviewing, and this targeted School Leaders, teachers, and pupils.

### Validity

In deciding whether the statement in the questionnaire instrument or interview method is relevant to the sample, validity is important. Content validity, according to (DeVellis, 2016), is a measure of the degree to which data obtained using a specific instrument represents a specific domain of a particular concept of concept. In this study, the validity was taken to mean the extent to which the instruments cover the objectives. Validity refers to the quality of data-gathering instruments or procedures that enable the instrument to measure what it is supposed to measure Kumar, R. (2005). To ascertain the content validity of this research instrument, the researcher consulted expert literature in research methodology in the Department of Education, Administration of Jinja city, and head teachers of the selected schools to evaluate the relevance of each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was arrived at after calculating the Content Validity Index as obtained using the following formula:

$CVI = \frac{\text{No. of items judged relevant by all the judges}}{\text{Total number of items on the questionnaire}}$

Total number of items on the questionnaire

$$CVI (\text{Teachers Questionnaire}) = \frac{25}{29} = 0.86$$

Given that the content validity indices of the instrument were above 0.7(which is the acceptable index), the instrument was accepted as being valid (Amin, 2005).

### Reliability

Reliability attempts to verify how accurate the methods used in the analysis are. According to (DeVellis, 2016), consistency is the degree to which a system evaluates the same way each time it is used with the same subjects under comparable conditions. In this study, they were pilot investigations to make sure that the study tools were accurate. The tools of pupils, teachers, and school heads were used to discover reliability. To check the inner accuracy of the Likert scale products in the questionnaires, Cronbach's Alpha coefficient was exercised. It was then determined with the aid of the SPSS 20 software to evaluate if the products used were accurate. The closer the alpha value is to 1, the higher the internal consistency of the data collection instrument as emphasized by Amin (2005). The Cronbach coefficients for the scales used in the measurement of variables ranged from 0.780 to 0.906. These values meet the acceptable alpha value standard of being above 0.7. Thus, the scales used in the measurement were considered reliable.

### Data Analysis

#### Quantitative data analysis

Quantitative data was analyzed using SPSS to derive relevant descriptive statistics (Frequencies, pie charts, and percentages) which were further analyzed to arrive at relevant conclusions. It was also presented using tables. The researcher computed summary scores for each subsection of the questionnaire as per the research objectives. Descriptive and inferential statistical methods were used to present the findings. The Descriptive statistical procedures were used to describe the characteristics of the participants and summarize the data collected. They included frequencies, percentages, means, standard deviations, scenes, and kurtosis. The results were reported using tables and figures. The relationship between variables was computed using Pearson's correlation coefficient.

#### Qualitative data analysis

This involves employing non-quantitative methods, aims towards the exploration of social relations, and describes reality as experienced and presented by respondents. Its major purpose is to promote greater understanding of not just the way things are, but also why they are the way they

are Amin (2005). Thematic analysis was used whereby different themes and sub-themes were developed under which the presentation and interpretation were done. Other qualitative methods included the pilot study, observation results, and use of relevant quotes from the respondents in addition to secondary data to compare with the primary data.

### Ethical Considerations

Study ethics reveals the sort of arrangement the researcher is entering into with the participants of her / his research. In all research studies, ethical concern plays a role and all researchers must be conscious of it and engage in the ethical considerations relevant to their studies to protect the privacy of the respondent and the private responses of the respondent. In this study, the researcher made an introductory visit to the concerned authorities, selected schools, and education offices and fixed appointment dates with them before administering of the questionnaires and the interviews. Assurance of confidentiality was given to the respondents. Before allowing the participants to participate in the analysis, the researcher requested permission first. Participation in the research was voluntary and it was not appropriate to write names in the questionnaire. The objective of the study for all participants was made transparent and understandable.

### Results

Table 2, most of the questionnaires that were distributed were filled and returned, thereby giving a response rate of 96.8%.

### The Description of the Respondent's Background

The description of the respondent's background is given in terms of the following variables. Age, gender and level of education.

Table 3, shows that 80% of the respondents were 18 years and below, 13.3% were between 19 and 29 years, 5.3% were aged between 30 – 49 years while those aged 50 years and above were only 1.3%. This implies that all the respondents had enough ability to answer the questionnaires, and that means the data collected was reliable.

Table 4, shows that the majority of the respondents were female with (56%) and male were (44%).

Table 5, indicates that majority of the respondents (80%) were of primary level, 10 % of the respondents were certificate holders, 5.3% were diploma holders and least of the respondents 4.7% were graduates. This implied that the respondents were educated which is an added advantage, hoping that the quality of data collected was well reflected upon.

**Table 2. The Response Rate.**

Questionnaires	Frequency	Percentage
Number of questionnaires returned	150	96.8%
Number of questionnaires not returned	05	3.2%
Total number of questionnaires	155	100%

Source: Field Data 2023

**Table 3 The distribution of respondents by age**

Age Category	Frequency	Percentage
18 years and below	120	80%
19-29 years	20	13.3%
30 – 49 years	08	5.3%
50 and above years	02	1.3%
<b>Total</b>	<b>150</b>	<b>100</b>

**The 4. Distribution of respondents by Gender**

Sex	Frequency	Percentage
Male	66	44%
Female	84	56%
<b>Total</b>	<b>150</b>	<b>100</b>

Source: Field Data (2023)

**Table 5. Distribution of Respondents by Education level.**

Educational Level	Frequency	Percentage
Primary	120	80%
Certificate	15	10%
Diploma	08	5.3%
Degree	07	4.7%
<b>Total</b>	<b>150</b>	<b>100</b>

*Source: Field Data (2023)*

**Table 6. The Influence of Servant School Leadership on Pupils' Academic Engagement according to pupils**

Statement	Scale	Frequency	Percentage
Encourages cordial relationship between teachers and pupils	Strongly Disagree	0	0%
	Disagree	10	8.3%
	Undecided	0	0%
	Agree	90	75%
	Strongly Agree	20	16.6%
Builds strong relationship with the community	Strongly Disagree	10	8.3%
	Disagree	5	4.2%
	Undecided	10	8.3%
	Agree	15	12.5%
	Strongly Agree	80	66.6%
Listens and creates awareness to teachers and pupils	Strongly Disagree	10	8.3%
	Disagree	10	8.3%
	Undecided	5	4.2%
	Agree	20	16.6%
	Strongly Agree	75	62.5%
Respects opinions of teachers and pupils	Strongly Disagree	9	7.5%
	Disagree	15	12.5%
	Undecided	5	4.2%
	Agree	18	15%
	Strongly Agree	73	60.8%
Celebrates success of both teachers and pupils	Strongly Disagree	10	8.3%
	Disagree	9	7.5%
	Undecided	4	3.3%
	Agree	25	20.8%
	Strongly Agree	72	60%
Shares leadership with the pupils	Strongly Disagree	20	16.6%
	Disagree	5	4.2%
	Undecided	10	8.3%
	Agree	70	58.3%
	Strongly Agree	15	12.5%
Encourages group work amongst teachers and pupils	Strongly Disagree	0	0%
	Disagree	15	12.5%
	Undecided	5	4.2%
	Agree	90	75%
	Strongly Agree	10	8.3%

### Servant School Leadership and Pupils' Academic Engagement.

Table 6, indicates that respondents were asked to give their level of disagreement or agreement regarding whether their school managers encourage cordial relationships between teachers and pupils; the majority of the respondents 110 (91.7%) agreed with the statement as compared to 10 (8.3%) respondents who disagreed with the statement. This indicated that school managers encourage cordial relationships between teachers and pupils.

Respondents were also asked to give their views on whether the school managers build strong relationships with the community; their responses were varied; 95(79.2%) respondents who were the majority agreed with the statement as compared to 15 (12.5%) respondents who disagreed and only 10 (8.3%) did not decide. This implies that school managers encourage cordial relationships with the communities.

Respondents were further requested to give their opinions regarding whether their school managers listen and create awareness among teachers and pupils and the majority of them 95(79.2%) agreed with the statement while 20(16.7%) respondents disagreed with the statement and only 5 (4.2%) respondents were undecided. This indicated that school managers listen and create awareness among teachers and pupils in their schools.

Regarding whether school managers respect the opinions of teachers and pupils; most of the respondents 91 (75.8%) admitted that their school managers respect the opinions of teachers and pupils as compared to 24 (20%) respondents who disagreed with the statement and only 5(4.2%) respondents did not decide. Thus, indicating that school managers respect the opinions of teachers and pupils for enhancing the academic engagement of pupils in schools.

On the issue of whether school managers celebrate the success of both teachers and pupils; respondents had varying opinions thus; 97(80.8%) respondents admitted to the statement while 19(15.8%) respondents disagreed with the statement and only 4 (3.3%) respondents were undecided an indication that most school managers celebrate the success of their teachers and pupils as a motivation to enhance academic engagement of pupils in their schools.

Respondents were also asked to give their level of agreement and disagreement regarding whether school managers share leadership with the pupils and the responses were; 85(70.8%) respondents who were the majority agreed with the statement, 25 (20.8%) respondents disagreed with the statement while 10(8.3%) respondents did not decide. This implies that school managers share leadership with pupils to improve on academic engagement.

Finally, pupils were asked whether their school managers encourage group work amongst teachers and pupils and the responses were; that the majority of the respondents 100(83.3%) admitted to the statement as compared to 15 (12.5%) respondents who disagreed with the statement and only 5(4.2%) respondents did not decide thus indicating that most school managers boost academic engagement through encouraging group work amongst teachers and pupils.

It was revealed that; schools where school managers encourage cordial relationships between teachers and pupils, build strong relationships with the community, listen and create awareness of teachers and pupils, respect the opinions of teachers and pupils, celebrate the success of both teachers and pupils, Shares leadership with the pupils and Encourages group work amongst teachers and pupils; they exhibited qualities of a servant leader and there was a strong and positive significant influence of these qualities on academic engagement of pupils whereas schools whose school managers did not exhibit the above qualities of servant leadership the influence was strong and negative on the academic engagement of their pupils.

**Table 7. The Influence of Servant School Leadership on Pupils' Academic Engagement according to teachers**

Statement	Scale	Frequency	Percentage
Committed to the growth of his/her subordinates	Strongly Disagree	10	40%
	Disagree	13	52%
	Undecided	0	0%
	Agree	2	8%
	Strongly Agree	0	0%
Good listeners	Strongly Disagree	10	40%
	Disagree	9	36%
	Undecided	0	0%
	Agree	5	20%
	Strongly Agree	1	4%

Create awareness to staff members	Strongly Disagree	0	0%
	Disagree	5	20%
	Undecided	0	0%
	Agree	10	40%
	Strongly Agree	10	40%
Develop goodwill for the school	Strongly Disagree	0	0%
	Disagree	4	16%
	Undecided	0	0%
	Agree	11	44%
	Strongly Agree	10	40%
Honour other staff's views and perspectives	Strongly Disagree	2	8%
	Disagree	1	4%
	Undecided	0	0%
	Agree	11	44%
	Strongly Agree	11	44%
Have emotional intelligence	Strongly Disagree	3	12%
	Disagree	2	8%
	Undecided	5	20%
	Agree	10	40%
	Strongly Agree	5	20%

Table 7, respondents were asked whether school managers are committed to the growth of their subordinates, and; the majority of the respondents (92%) disagreed with the statement as compared to 8% of the respondents who agreed. This was a sign that school managers were not bothered with the growth of their subordinates. Regarding whether school managers are good listeners; the majority of the respondents (76%) disagreed with the statement and only 24% of the respondents agreed with the statement an indication that most school managers are not good listeners to the opinions of their subordinates. Respondents were also tasked to give their levels of agreement or disagreement on whether school managers create awareness to staff members and most of the respondents (80%) admitted that school managers create awareness to staff members while 20% of the respondents disagreed with a statement which implies that school managers create awareness to staff members to enhance academic engagement of pupils. On the issue of whether school managers develop goodwill for the school; 84 % of the respondents admitted to the statement while 16% of the respondents disagreed. Thus, most school managers create goodwill for their schools. Regarding whether school managers honor other staff's views and perspectives; 88% of the respondents agreed while 12% of them disagreed which was evident that school managers honor other staff views and perspectives to enhance the academic engagement of pupils. Finally, respondents were further requested to give their views regarding whether school managers have emotional intelligence and the majority of them (60%) agreed, 20% of the respondents were not sure while 20% of the respondents disagreed with the statement. This however indicated that most school managers have emotional intelligence to boost teachers' performance and academic engagement of pupils.

**One Headteacher said**” *I support my teachers and pupils through good communication this helps me to identify their areas of weakness hence improving on the academic Engagement”*

**Another respondent was quoted;** *“I am committed to my work for the growth of the school and the teaching staff which motivates them to work hard to enhance academic engagement of pupils...”*

**Another noted that** *“I always discover, introduce and create awareness to my teaching staff and the entire school community whenever new school programs and activities such as refresher training, induction meetings, conferences, workshops among other programs to keep my staff updated hence improving academic engagement”*

**Another Respondent said;** *“I am committed to building a good relationship between my school and the community through attending burials, offering school field to the community for sports activities at no cost, offering classrooms for community meetings, and church services among others. I do this because this is the community where our learners come from and an indication that the community supports our school hence the school should also support the community for co-existence” ...*

Findings indicate that there exists a strong and positive influence of servant leadership on the academic engagement of pupils since it is clearly shown that schools whose managers are committed to the growth of their subordinates, good listeners, create awareness among staff members, develop goodwill for the school, honor other staff's views and perspectives and have

emotional intelligence exhibited a higher level of academic engagement of pupils while schools whose managers lacked or had few of the above qualities of

servant leadership exhibited strong and negative influence in form of low academic engagement of pupils.

**Table 8. The Influence of Transactional School Leadership on Pupils' Academic Engagement according to pupils.**

Statement	Scale	Frequency	Percentage
Knows me by name	Strongly Disagree	10	8.3%
	Disagree	10	8.3%
	Undecided	30	25%
	Agree	55	45.8%
	Strongly Agree	15	12.5%
Appreciates me for my good work	Strongly Disagree	20	16.6%
	Disagree	45	37.5%
	Undecided	5	4.2%
	Agree	40	33.3%
	Strongly Agree	10	8.3%
Asks me about my best subject	Strongly Disagree	40	33.3%
	Disagree	60	50%
	Undecided	0	0%
	Agree	20	16.6%
	Strongly Agree	0	0%
Rewards my effort	Strongly Disagree	50	41.7%
	Disagree	45	37.5%
	Undecided	0	0%
	Agree	25	20.8%
	Strongly Agree	0	0%
Needs me to be punctual for lessons	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	50	41.7%
	Strongly Agree	70	58.3%
Requires that I seek help to better my grades	Strongly Disagree	0	0%
	Disagree	10	8.3%
	Undecided	0	0%
	Agree	70	58.3%
	Strongly Agree	40	33.3%

### Transactional School Leadership and Academic Engagement of Pupils

Table 8, shows that when pupils were asked whether their teachers knew them by their names; the majority of them 70(58.3%) agreed that their teachers knew them by name as compared to 20 (16.6%) respondents who disagreed while the rest 30(25%) were not sure. This indicates most of the pupils are known to their teachers by name and this encourages improved academic engagement of pupils. When asked whether teachers appreciate pupils for the good work done, most of the respondents 65 (54.2%) disagreed with this statement while 50 (41.2%) respondents agreed and only 5(4.16%) respondents were not sure implying that teachers rarely appreciate the good

work of pupils instead they just encourage them to work hard for improvement academic engagement.

Regarding whether teachers ask about the best subjects for the pupils; the majority of the respondents 100 (83.3%) disagreed with this statement whereas only 20 (16.7%) agreed with the statement which was evident that most teachers are not bothered to know the best subjects of their pupils which could help to improve academic engagement of the pupils. On the issue of teachers rewarding the efforts of pupils; the majority of the respondents 95(79.2%) declined the statement whereas the 25(20.8%) respondents admitted to the statement. This implies that most teachers do not reward pupils for their efforts which lowers the academic engagement of pupils. Respondents were further requested to give their level of agreement or disagreement on whether teachers need them to be punctual for lessons and all 120 (100%) agreed that their



teachers need them to be punctual which helps to improve their academic engagement.

Finally, respondents were asked to give their views regarding whether their teachers require them to seek help to better their grades; the majority of the respondents 110(91.2%) agreed to the statement while only 10(8.3%)

disagreed to the statement an indication that teachers encourage their pupils to always seek for help to improve on their academic engagement. Further still, another category of respondents was also tested on the variables of transactional leadership and their responses were recorded and presented in Table 4.8

**Table 9. The Influence of Transactional School Leadership on Pupils' Academic Engagement according to teachers**

Statement	Scale	Frequency	Percentage
Motivates staff to improve on their performance	Strongly Disagree	5	20%
	Disagree	5	20%
	Undecided	0	0%
	Agree	10	40%
	Strongly Agree	5	20%
Easily adapt to new changes in school	Strongly Disagree	2	8%
	Disagree	3	12%
	Undecided	0	0%
	Agree	15	60%
	Strongly Agree	5	20%
Makes conventional decisions	Strongly Disagree	3	12%
	Disagree	5	20%
	Undecided	2	8%
	Agree	10	40%
	Strongly Agree	5	20%
Works towards achieving the already set school goals	Strongly Disagree	0	0%
	Disagree	2	8%
	Undecided	0	0%
	Agree	15	60%
	Strongly Agree	8	32%
Is directive in taking decisions	Strongly Disagree	0	0%
	Disagree	5	20%
	Undecided	0	0%
	Agree	10	40%
	Strongly Agree	10	40%

Table 9, indicates that most school managers motivate staff to improve their performance hence enhancing the academic engagement of pupils this is supported by the majority of the respondents (60%) and opposed by 40% of respondents. It also urged that school managers easily adapt to new changes in school since this was supported by 80% of the respondents and opposed by only 20% of the respondents. This helps schools to adapt to new changes hence improving the academic engagement of pupils. It is also evident from the study finding that most school managers make conventional decisions that enhance improved academic engagement of pupils because this was agreed by 60% of the respondents and disagreed by the least 40% of respondents.

Regarding whether school managers work towards achieving the already set school goals, the majority of the respondents (92%) agreed with the statement as compared the 8% who disagreed thus implying that school managers are committed to achieving the already set school goals

thus improving the academic engagement of pupils. Respondents were further requested to give their level of agreement or disagreement regarding whether school managers are directive in making decisions. This was supported by the majority of the respondents (80%) and opposed by the least 20% of respondents indicating that most school managers are directive in making decisions for improved academic engagement of pupils.

**One school manager said;** *“I spend my time on planning and budgeting for the school, conducting school management committee meetings, mobilizing parents’ teachers’ association meetings, conducting annual general school meetings, staff meetings, clearing teachers’ requisitions, conducting disciplinary hearings among staff and pupils. this helps me to motivate my staff which improves on their performance and hence improves academic engagement of my pupils...”*

**Another school manager said;** *“I always give allowances to my teachers for assigned duties such as*

*morning and extra lessons, co-curricular activities, departmental duties, responsibilities such senior woman teacher, director of studies, patrons, disciplinary committee among others. This helps to build a strong relationship with teachers thus improving their commitment to work which in turn enhances the academic engagement of pupils”.*

**One school manager interviewed noted that:** “I welcome, implement and adopt new ideas and changes to the school for better and improved academic engagement of pupils. For example; teacher policy as proposed by the Ministry of Education and Sports that teachers should go for further studies to equip them with more knowledge and new teaching methodologies, mandatory feeding of learners as directed by the Ministry of Education, NIRA Registration for issuance of National Identification Numbers from NIRA and EMIS Registration of learners for issuance of learner Identification numbers, immunization programs among others....”

In summary, the influence of transactional leadership on the academic engagement of pupils is both positive and negative. This is because, schools where school managers were committed to the growth of their subordinates, good listeners, created awareness among staff members, developed goodwill for the school, honored other staff's views and perspectives had emotional intelligence; exhibited high academic engagement of pupils hence posing a positive, strong and significant influence on academic engagement. On the other hand, school managers who lacked or exhibited low qualities of transactional leadership experienced a strong negative influence on the academic engagement of pupils.

## Discussion

### **Influence of servant school leadership on pupils' academic engagement in the selected UPE schools in Northern Division Jinja City.**

The study revealed the extent to which servant leadership influences pupils' academic engagement in the selected UPE schools in Northern Division, Jinja City.

It was found that most senior managers encourage a cordial relationship between teachers and pupils, build a strong relationship with the community, respect the opinions of teachers and pupils, celebrate the success of both teachers and pupils, share leadership with the pupils, and encourage group work amongst teachers and pupils create awareness among staff, develop goodwill for the school, honor other staffs views and perspectives and have emotional intelligence which enhances the academic engagement of pupils. Northouse (2017) argues that servant leadership leaves out significant leadership tasks like steering, setting targets, and designing of vision and mission of an organization.,

It was also evident that some school managers do not encourage cordial relationships between teachers and pupils, do not build strong relationships with the community, and are not committed to the growth of their subordinates; some of them are not good listeners which lowers the academic engagement of pupils.

### **To determine how transactional school leadership influences pupils' academic engagement in selected UPE schools in Northern Division Jinja City.**

The study found that most school managers and teachers know their pupils by name, appreciate their good work, want them to be punctual, and require them to seek help to improve their grades. This agrees with Bass (1997) who opines that transactional leaders encourage their subordinates to complete their tasks for better results. However, it was noticed that some school managers and teachers do not reward their pupils for efforts employed in work, and do not ask them about their best subjects. He further opines that the transactional approach might emphasize rote learning and adherence to rules rather than fostering creativity and critical thinking skills, pupils may become accustomed to following instructions without questioning or exploring alternative approaches.

The study also found out that most school managers motivate their staff to improve their performance, easily adapt to new changes in the school, make conventional decisions, work towards achieving the already set school goals, and be directly involved in decision-making this improves the academic engagement of pupils in their schools. This is in agreement with Bass (1998) who asserts that transactional leaders are known for setting clear expectations and goals where pupils and teachers know what is expected of them to reduce confusion and create a sense of purpose among pupils and teachers.

## Conclusion

Applying both servant leadership and transactional leadership qualities greatly enhances academic achievement in schools since each has qualities that foster greater achievements.

## Recommendation

The Ministry of Education and Sports organizes routine leadership training programs for school managers and stakeholders to improve the quality of leadership in schools

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