

The effect of inspirational motivation by head teachers on teacher performance in government-aided primary schools in Kalisizo Town Council. A cross-sectional study.

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Abstract

Background:

Inspirational motivation by head teachers plays a crucial role in enhancing their performance and overall school effectiveness. This study aims to examine the effect of inspirational motivation by head teachers on their performance in government-aided primary schools in Kalisizo town council.

Methodology:

A cross-sectional survey design was employed, integrating both quantitative and qualitative methods. Data were collected from a purposive sample of 92 respondents, including head teachers, teachers, and District Education Officials, using questionnaires and interview guides.

Results:

This study involved 92 respondents; 50.6% of the respondents were male, while 49.4% were female. 16.9% of the respondents were aged 20-29 years, 33.7% were aged 30-39 years, 31.5% were aged 40-49 years, and 17.9% were aged 50 years and above. 58.4% of respondents hold a Bachelor's Degree, 11.2% have a Master's Degree, and 30.3% possess a Diploma. Respondents had moderate agreement on the influence of head teachers' inspirational motivation on their teachers' performance, with a grand mean of 3.25 and a standard deviation of 1.165, and a strong correlation with performance ($r = 0.807$), suggesting its importance in driving school performance.

Conclusion:

Inspirational motivation significantly enhances the performance of head teachers in primary schools.

Recommendation:

To improve head teacher performance in government-aided primary schools, leadership programs should emphasize inspirational motivation.

Keywords: *Inspirational Motivation, Head Teachers, Performance, Government-Aided Primary Schools, Kalisizo Town Council.*

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Background of the study

Inspirational motivation, a key component of transformational leadership, involves a leader's ability to articulate a compelling and shared vision that energizes and engages followers. Transformational leaders use motivational communication, symbolic actions, and expressive language to inspire commitment and align followers with organizational goals (Bass & Riggio, 2006; Northouse, 2021). By instilling purpose and enthusiasm among teachers, head teachers foster a sense of collective mission and dedication toward achieving educational objectives.

In the context of government-aided primary schools, inspirational motivation enhances head teachers' performance by promoting teacher commitment, improving

morale, and driving efforts toward improved academic outcomes (Leithwood et al., 2020; Bush, 2021). Head teachers who effectively communicate vision and expectations create a positive and motivated school culture that supports efficient management, instructional excellence, and community engagement (Hallinger, 2020; Robinson et al., 2021).

In Kalisizo Town Council, where challenges such as teacher absenteeism and low motivation persist (World Bank, 2023), inspirational motivation becomes a crucial leadership attribute. By inspiring teachers through clear vision and encouragement, head teachers can strengthen staff morale, reduce absenteeism, and enhance school performance. This aligns with the Ministry of Education's efforts to improve accountability and teacher commitment through stronger

leadership and support mechanisms (Ministry of Education and Sports, 2023). This study aims to examine the effect of inspirational motivation by head teachers on their performance in government-aided primary schools in Kalisizo town council.

The study population for this research focuses on six government-aided primary schools in Kalisizo, Kyotera District. Kalisizo includes 15 primary schools, of which eight (8) are government-aided (MoES, 2022). The target population comprises 8 head teachers, 112 teachers (14 from each school), and 1 District Education Officer (DEO).

Methodology

Research Design

The study utilized a cross-sectional survey design to examine the effect of head teachers' leadership style on teacher performance in primary schools in Kalisizo, Uganda.

Study Population

Sample Size

The sample was drawn from a population of 8 head teachers, 112 teachers, and 2 District Education Officers (DEOs) and District Inspector of Schools (DIS) across the eight government-aided primary schools in Kalisizo. Based on the Krejcie and Morgan (1970) table, a sample size of 92 respondents was determined.

Table 1: Sampling Frame

Category	Population	Sample Size	Sampling Technique
Head Teachers	08	08	Purposive
Teachers	112	82	Simple Random
DEO & DIS	02	02	Purposive
Total	122	92	

Source: Field Data (2025)

Sampling Techniques

Simple random sampling was used to select teachers from the six government-aided primary schools, ensuring a diverse range of teaching experiences and backgrounds by dividing the teacher population into sub-groups based on factors like years of experience or subject specialization, followed by random selection. Purposive sampling was applied to head teachers, selecting them based on leadership experience, involvement in school management, and expertise in teacher motivation, to ensure the inclusion of key individuals with valuable leadership insights.

Data Sources

Data for this study were collected from both primary and secondary sources. Primary data was obtained through structured survey questionnaires and in-depth interviews with teachers, head teachers, and the District Education Officer. This approach allowed for the collection of firsthand insights on the effects of head teachers' leadership styles on teacher performance. Secondary data, such as statistical information, relevant literature, research articles, reports, and books, were sourced from official documents and existing studies to support the analysis.

Data Collection Instruments

Questionnaire

A structured questionnaire was employed to collect data from the teachers. It was selected because of its suitability for collecting standardized responses, which enhances the

comparability of data across participants. Since the target respondents were teachers, it was assumed they could easily comprehend and respond to the questionnaire accurately.

Interview Guide

Semi-structured interviews were used to gather data from head teachers and the District Education Officer (DEO). This method was chosen because it allowed for deeper exploration of leadership practices while accommodating the unique perspectives of the head teachers and DEO.

Observation checklist

This is described by Jorgensen (2017) as a qualitative technique where the researcher observes and participates in the daily activities of the study group, which was employed to collect real-time data on teacher performance.

Data Quality Control

The quality and reliability of the research findings hinge on the integrity of the data collected. To ensure the validity and reliability of the research instruments, a systematic two-pronged approach was employed.

Validity of Instruments

This study ensured the validity of its instruments through expert reviews and the calculation of the Content Validity Index (CVI). The CVI was employed to assess the relevance of each item in the research tools. After reviewing the instruments in consultation with the research supervisor, the

following formula was applied to calculate the

$$CV = \frac{\text{Number of item rated as relevant}}{\text{Total number of items}} \times 100$$
 Instruments with a CVI of 0.7 or above were considered valid, as recommended by Polit and Beck (2016).

The calculation of the Content Validity Index (CVI) for both the questionnaire and interview guide, presented in a table format:

Table 2: CVI Data Collection Instruments

Instrument	Total Number of Items	Number of Items Rated as Relevant	CVI Calculation	CVI
Questionnaire	40	39	CVI = (39 / 40) x 100 = 97.5%	0.975
Interview Guide	9	7	CVI = (7 / 9) x 100 = 77.78%	0.778

Source: Primary Data (2025)

Both CVI calculations demonstrate that the instruments are valid according to the recommended threshold of 0.7.

analyzed using SPSS Version 26, applying Cronbach's Alpha to measure internal consistency.

Reliability of Instruments

To establish the reliability of the research instruments, a pilot test was conducted using a sample of teachers from non-participating schools. The data from this pilot were

Table 3: Reliability Statistics Summary

Variable	Cronbach's Alpha	No. of Items
Inspirational Motivation	0.919	8
Individualized Consideration	0.967	8
Intellectual Stimulation	0.898	8
Head Teacher's Performance	0.920	8
Total Reliability	3.704	32

Average Reliability: 3.704/4 = 0.926

Source: SPSS 26 output

Research Procedure

An introduction letter was obtained from the School of Graduate Studies and Research (SGSR) at the University of Kisubi and presented to the District Education Officer (DEO) and the District Inspector of Schools (DIS) in Kalisizo Town Council, Kyotera District, for formal acknowledgment and approval of data collection from the eight government-aided primary schools targeted in the study.

Data Processing & Analysis

Data Processing

Both quantitative and qualitative data were systematically processed. The quantitative data, sourced from the questionnaires, were meticulously compiled to ensure that all responses were accounted for. The raw data was then carefully sorted, edited, and classified to maintain consistency and accuracy. During this stage, a coding sheet was used to assign numerical values or labels to different

responses, facilitating the statistical analysis of the data. Special attention was given to identifying any missing or incomplete responses, and inconsistencies were addressed to ensure data integrity.

Data Analysis

The analysis of the data involved both quantitative and qualitative techniques. Quantitative data from the questionnaires were cleaned, organized, and analyzed using the Statistical Package for Social Sciences (SPSS, Version 26). Descriptive and inferential statistics, including frequencies, percentages, linear regression, and correlation analysis, were used to interpret the data, providing insights into the relationships between leadership styles and head teachers' performance.

For the qualitative data obtained from the semi-structured interviews, content analysis was employed. The data was categorized into themes that aligned with the study's objectives. This thematic analysis followed Creswell's six-

step approach: selecting relevant sample data, transcribing and reading the interview responses, generating codes, grouping the codes into meaningful categories, analyzing the data based on these categories, and finally using these insights for interpretation, discussion, and conclusions.

By integrating the findings from both the qualitative and quantitative analyses, this study was able to provide a comprehensive and well-rounded understanding of the impact of leadership styles on head teachers' performance in government-aided primary schools in Kalisizo Town Council, Kyotera District.

Research Ethical Considerations

Consent was obtained from each participant before data collection, ensuring they understood their role and the

voluntary nature of their involvement. Data was securely stored, and access was restricted to the research team.

Results

Response Rate

The researcher distributed questionnaires to a group of 90 Head teachers and teachers. In addition, interview guides were utilized during one-on-one sessions with 2 District Inspectors of Schools and a District Education Officer (DEO).

Table 4: Response rate

Respondents	Instrument	Number Distributed	Number Responded	Return Rate (%)
Head teachers & Teachers	Questionnaire	90	89	99
DEO & DIS	Interview	02	02	100
Total		92	91	

Source: Field Data (2025)

Table 4 provides an overview of the response rates for the study's data collection instruments. Out of the 90 questionnaires distributed to head teachers and teachers, 89 were completed satisfactorily, resulting in a response rate of 99%. The single questionnaire that was not included was due to incomplete responses and conflicting schedules. Additionally, the study achieved a 100% response rate from the two District Inspectors of Schools (DIS) and the District

Education Officer (DEO) who participated in the interviews. This high overall response rate of 99% is essential for minimizing non-response bias and ensuring that the sample accurately represents the target population. As highlighted by Nayak (2016), such a robust response rate significantly enhances the reliability of the findings and supports informed decision-making based on the collected data.

Demographics of Respondents

Table 5: Demographic Information of Head Teachers and Teachers

Items	Options	Freq. (N)	Percent (%)
Gender	Male	45	50.6
	Female	44	49.4
Total		89	100
Age bracket	20-29 years	15	16.9
	30-39 years	30	33.7
	40-49 years	28	31.5
	50 years and above	16	17.9
Total		89	100
Level of Education	Diploma	27	30.3
	Bachelor's Degree	52	58.4
	Master's Degree	10	11.2
Total		89	100
Years Employed in Current School	Less than 2 years	8	9.0
	2-4 years	24	26.9
	5-7 years	31	34.8

	8 years and above	26	29.2
Total		89	100
Location of the School	Urban	25	28.1
	Peri-urban	28	31.5
	Rural	36	40.4
Total		89	100
Approximate Student Enrolment	Less than 100 students	14	15.7
	100-200 students	36	40.4
	201-300 students	22	24.7
	More than 300 students	17	19.1
Total		89	100
Number of Teaching Staff	Less than 10	12	13.5
	10-20	31	34.8
	21-30	27	30.3
	More than 30	19	21.3
Total		89	100
School's Primary Source of Funding	Government funding	45	50.6
	Private funding	20	22.5
	Donations and grants	14	15.7
	Mixed sources	10	11.2
Total		89	100

Source: Field Data (2025)

The detailed demographic information in Table 5 shows that 50.6% of the respondents are male, while 49.4% are female. This nearly balanced gender distribution suggests a relatively even representation of both genders among head teachers and teachers, which may indicate diverse perspectives on motivation and job performance within the teaching profession.

The age distribution reveals that 16.9% of the respondents are aged 20-29 years, 33.7% are aged 30-39 years, 31.5% are aged 40-49 years, and 17.9% are aged 50 years and above. The significant proportion of younger teachers (50.6% under 40 years) suggests that the teaching staff may be relatively new to the profession, potentially bringing innovative approaches and fresh ideas. The presence of a considerable number of older teachers may provide valuable experience and stability, influencing the dynamics of teaching and leadership.

Regarding educational qualifications, 58.4% of respondents hold a Bachelor's Degree, 11.2% have a Master's Degree, and 30.3% possess a Diploma. The predominance of Bachelor's degrees indicates a solid foundation in educational qualifications among the teaching staff, which could be linked to their professional effectiveness and engagement. The diversity in educational levels may also contribute to varied approaches in teaching and leadership styles.

In terms of employment duration at the current school, 34.8% of respondents have been employed for 5-7 years, 29.2% for 8 years and above, 26.9% for 2-4 years, and 9.0% for less than 2 years. The data highlights a broad range of

experience levels, from relatively new staff to those with extensive tenure. This variation in employment length might influence job performance and motivation, with long-serving staff potentially exhibiting greater familiarity with school routines and culture, while newer staff may bring new perspectives but face initial adjustment challenges.

The distribution of school locations shows that 40.4% of respondents work in rural areas, 31.5% in peri-urban areas, and 28.1% in urban areas. The higher proportion of teachers in rural locations suggests that geographic context may play a crucial role in shaping teaching conditions and motivation. Rural settings might present unique challenges and resource limitations, impacting teachers' experiences and performance differently compared to their urban and peri-urban counterparts.

Descriptive Statistics

This section presents a descriptive statistical analysis related to the key variables of the study, focusing on the relationship between transformational leadership styles, namely inspirational motivation, individualized consideration, and intellectual stimulation, and the performance of head teachers. Descriptive statistics, including measures such as mean, standard deviation, and frequency distributions, are used to summarize and interpret the data. These statistics provide insights into how different leadership styles are perceived by respondents and their influence on head teachers' performance within government-aided primary schools. The findings lay the groundwork for further

inferential analysis, which will explore the significance and strength of these relationships.

Respondents rated their agreement with statements concerning the influence of head teachers' inspirational motivation on performance using a Likert scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). The data

were summarized based on mean and standard deviation, providing a clear understanding of the extent to which inspirational motivation affects head teachers' performance in primary schools. This analysis underscores the significance of motivational leadership in fostering improved performance among head teachers.

Table 6: Head Teachers' Inspirational Motivation on Performance

Statement	Mean	StdDev.
The head teacher clearly articulates a vision for the future of the school.	3.15	1.124
The head teacher actively motivates and fosters team-building among staff.	3.15	1.144
The head teacher upholds high personal and professional standards.	3.27	1.223
The head teacher inspires confidence and trust among the staff.	3.26	1.163
The head teacher provides clear goals and expectations to the staff.	3.34	1.206
The head teacher recognizes and celebrates the achievements of staff.	3.24	1.148
The head teacher creates a positive and motivating work environment.	3.28	1.148
The head teacher ensures that all staff understand the school's vision.	3.31	1.164
Grand Mean & Standard Deviation	3.25	1.165

Source: Field data (2025)

Table 6 Interpretation: The results presented in Table 6 show that respondents had moderate agreement on the influence of head teachers' inspirational motivation on their performance, with a grand mean of 3.25 and a standard deviation of 1.165. The highest mean score, 3.34 (SD = 1.206), was observed for "providing clear goals and expectations," indicating that head teachers are generally seen as effective in guiding their staff with specific objectives. However, "articulating a vision for the future" and "motivating and fostering team-building" had the lowest means (3.15) with standard deviations of 1.124 and 1.144, respectively. This suggests a wider variation in perceptions, with some teachers feeling these areas are weaker in their leadership.

The relatively high standard deviations across the items (ranging from 1.124 to 1.223) indicate that while a portion of respondents recognize the positive aspects of leadership, a significant number may feel differently, pointing to inconsistencies in the inspirational impact of the head teachers.

The findings imply that head teachers' inspirational motivation is perceived as moderately effective, but there is variability in how consistently they perform across schools. Particularly, articulating a clear vision and team-building

efforts need more focus, as improvement in these areas could enhance motivation and performance among staff, leading to better overall outcomes for the schools. From the interview responses with the school administrators, it was found that;

"To ensure the head teacher communicates the school's vision effectively, we hold meetings with staff and students regularly. The head teacher motivates the team by encouraging collaboration and teamwork, often by setting joint projects for them. As for celebrating achievements, we make sure every term, the head teacher publicly recognizes staff members' efforts, which boosts morale and motivates everyone to strive for excellence."

Inferential Statistics for Inspirational Motivation and Head Teachers' Performance

The analysis explored the relationship between inspirational motivation and head teachers' performance, providing insights into how leadership practices affect school effectiveness. Inspirational motivation refers to the ability of head teachers to inspire and energize staff through a clear vision, encouragement, and recognition of individual contributions.

Table 7: Correlation between Inspirational Motivation and Head Teachers' Performance

		Performance	Inspirational Motivation
Performance	Pearson Correlation	1	.807**
	Sig. (2-tailed)		.000
	N	89	89
Inspirational Motivation	Pearson Correlation	.807**	1
	Sig. (2-tailed)	.000	
	N	89	89

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

Source: Field data (2025)

The correlation table illustrates a strong positive relationship between inspirational motivation and head teachers' performance. The Pearson correlation coefficient is 0.807, which indicates a high degree of association between these two variables. This positive correlation is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of .000. The strong correlation suggests that as head teachers' inspirational motivation increases, their performance improves significantly. For instance, if a head

teacher frequently motivates staff by articulating a clear vision and recognizing their achievements, likely, this leadership approach will positively impact their overall performance in managing the school. Similarly, head teachers who inspire confidence and trust among staff are more likely to see an improvement in the school's academic and operational outcomes, as reflected by the high correlation coefficient.

Table 8: Model Summary for Inspirational Motivation and Head Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 ^a	.651	.647	.55229

a. Predictors: (Constant), Inspirational Motivation
Source: Field data (2025)

The R value of 0.807 indicates a strong positive correlation between inspirational motivation and head teachers' performance, suggesting that when head teachers effectively inspire their staff, performance improves significantly. The R² value of 0.651 showed that 65.1% of the variance in performance is explained by inspirational motivation, demonstrating its substantial impact. The Adjusted R² of 0.647 confirms the model's robustness, while the standard error of 0.55229 indicates a good level of precision in the estimates. These findings are echoed by school administrators during interviews, where one stated, *"When our head teacher motivates us with clear visions and goals, we work more effectively, knowing our efforts are appreciated."* Similarly, a District Education Officer observed, *"In schools where head teachers focus on inspiring their staff, everyone works towards common goals, and both teachers and students thrive."*

This highlights the vital role of inspirational motivation in enhancing school performance.

Discussion

Head Teachers' Inspirational Motivation on their Performance in Primary Schools

The findings from this study suggest that inspirational motivation by head teachers is a key factor influencing their performance in primary schools. With a grand mean of 3.25 and a standard deviation of 1.165, the results indicate that head teachers' application of motivational leadership was perceived as moderate by respondents, although there was some variation in their views. Specifically, the highest-rated component was the ability of head teachers to provide clear goals and expectations (M = 3.34, SD = 1.206), highlighting the importance of structured guidance in leadership. Conversely, the slightly lower ratings for articulating a

vision (M = 3.15, SD = 1.124) and fostering team-building (M = 3.15, SD = 1.144) suggest areas where head teachers could further develop their leadership skills. The strong positive correlation between inspirational motivation and head teachers' performance ($r = 0.807$, $p < 0.01$) and the fact that 65.1% of the variance in performance is explained by this leadership style ($R^2 = 0.651$) underscore the powerful impact that inspirational leadership can have on school performance. This aligns well with the foundational principles of Transformational Leadership Theory, which this study was underpinned by. Burns (1978) originally developed the concept of transformational leadership, focusing on the ability of leaders to inspire and motivate followers to achieve higher levels of performance. Bass (1985) expanded on this, identifying four key components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In this study, the emphasis on inspirational motivation, one of Bass's four components, plays a central role in understanding the head teachers' performance in primary schools.

The highest-rated aspect of inspirational motivation in this study was head teachers' ability to provide clear goals and expectations for their staff. This is a critical component of transformational leadership, as it gives teachers a clear sense of direction, aligning their efforts toward common goals. According to Bass (1985), transformational leaders encourage their followers to transcend their self-interest for the good of the organization. In a school setting, this means that head teachers inspire teachers not just to meet immediate classroom objectives but also to contribute to the broader mission of improving student outcomes.

The emphasis on goal-setting in this study aligns with previous research by Leithwood, Harris, and Hopkins (2008), who found that transformational leaders in educational settings were able to raise staff expectations and foster a shared sense of purpose. The ability to clearly

communicate expectations also reinforces one of Bass's key ideas: that transformational leaders articulate an inspiring vision that motivates followers to achieve higher standards of performance. In this case, head teachers who effectively communicate clear goals are engaging in this kind of motivational leadership, resulting in better school performance.

While head teachers in this study were generally rated well for their ability to set clear goals, the slightly lower scores for articulating a vision ($M = 3.15$) and fostering team-building ($M = 3.15$) suggest potential areas for development. The Transformational Leadership Theory emphasizes the importance of creating and communicating a compelling vision, which Bass (1985) identifies as a crucial element of inspirational motivation. A compelling vision not only motivates followers but also provides a sense of long-term direction. Without this clear articulation of vision, schools may struggle to maintain momentum, particularly during times of change or challenge.

In addition to articulating a vision, transformational leaders are also expected to foster a collaborative environment, which is crucial for building strong teams. Team-building is an essential aspect of transformational leadership, as it encourages collective effort and shared responsibility. Leith Wood et al. (2008) stress that transformational leaders foster collaboration among staff to achieve common goals. In this study, the findings suggest that while head teachers are moderately successful in team-building, there is room for growth. Improving their ability to unite staff around a shared vision could significantly enhance the overall performance of their schools.

The Transformational Leadership Theory (Burns, 1978; Bass, 1985) provides a valuable framework for understanding the results of this study, particularly the strong positive relationship between inspirational motivation and head teacher performance. According to this theory, leaders who are able to inspire and motivate their followers to exceed ordinary expectations are more likely to create a high-performing organization. Bass (1985) emphasizes that transformational leaders do this by fostering commitment to a shared vision, stimulating intellectual growth, and offering individualized support. In this study, head teachers' ability to set clear goals and motivate staff strongly aligns with these theoretical principles, as their motivational efforts were associated with improved school outcomes.

Bass (1985) also pointed out that transformational leaders use motivation to foster creativity and problem-solving among their followers. This resonates with the findings in this study, where head teachers who provided clear expectations and inspired their staff were able to create a more effective school environment. The moderate scores for articulating a vision and team-building suggest that while head teachers are making strides in inspiring their staff,

further emphasis on vision-setting and collaboration could enhance their leadership even more.

Empirical research supports the findings of this study, highlighting the positive impact of transformational leadership on organizational performance. For example, Day, Gu, and Sammons (2016) found that leaders who practice inspirational motivation in schools significantly improve teacher morale and organizational commitment. Teachers under inspirational leadership are more likely to remain engaged, pursue professional development, and contribute to a positive learning environment. This aligns with the findings in this study, where head teachers' use of clear goals and motivation was associated with higher performance ratings.

Similarly, Choi, Lee, and Kang (2020) demonstrated that transformational leaders, through practices such as inspirational motivation, foster innovation and creativity among their staff. These leaders empower their followers to think beyond traditional methods and embrace new approaches to problem-solving. In this study, the emphasis on head teachers' ability to motivate their staff and foster teamwork, though moderate, suggests that these leadership practices are already enhancing school performance. Strengthening these elements further could help schools become even more dynamic and collaborative.

The results of this study have important implications for the development of leadership programs in primary schools. Given the significant relationship between inspirational motivation and head teacher performance, leadership development programs should prioritize the cultivation of transformational leadership skills, particularly those related to vision-setting and team-building. Training that focuses on how head teachers can inspire their staff through a shared vision and clear goals will likely lead to better performance outcomes in schools.

Furthermore, head teachers should receive ongoing support and feedback regarding their leadership performance, particularly in areas such as articulating a vision and fostering collaboration. Regular assessments can help head teachers refine their leadership strategies and address areas where they may be weaker. By doing so, schools can ensure that head teachers are fully equipped to inspire and motivate their staff toward achieving educational goals.

This study, underpinned by Transformational Leadership Theory (Burns, 1978; Bass, 1985), highlights the critical role that inspirational motivation plays in the performance of head teachers in primary schools. By providing clear goals and motivating their staff, head teachers can significantly improve their effectiveness and enhance school performance. While the study indicates that head teachers are generally successful in their leadership roles, there is room for improvement in articulating a vision and fostering team-building. Leadership development programs should focus on these areas to further enhance the transformational

impact of head teachers' leadership. Ultimately, the findings of this study contribute to the growing body of literature on the relationship between transformational leadership and school performance, providing valuable insights for educational leaders aiming to improve outcomes in their institutions.

Conclusion

It is concluded that inspirational motivation has a substantial impact on head teachers' performance in primary schools. Head teachers who effectively articulate a vision, foster team-building, and recognize staff achievements are more likely to enhance their performance. The strong positive correlation demonstrates that as head teachers' inspirational motivation increases, their overall management effectiveness and school outcomes improve significantly.

Recommendation

Ministry of Education and school administrators should focus on enhancing the inspirational motivation skills of head teachers through targeted leadership development programs. This could include training on vision articulation, fostering teamwork, and recognizing staff achievements. By strengthening these leadership practices, head teachers' performance and school outcomes can be further improved.

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List of Abbreviations

CVI: Content Validity Index
DEC: Directorate of Education Standards
DEO: District Education Officer
DIS: District Inspector of Schools
MoES: Ministry of Education and Sports
NAPE: National Assessment of Progress in Education
NDP: National Development Plan
NGOs: Non-Governmental Organisations
NPM: New Public Management
SDGs: Sustainable Development Goals
SPSS: Statistical Package for Social Sciences
UNICEF: United Nations International Children's Emergency Fund

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Conflict of interest

The author did not declare any conflict of interest.

Author contributions

Christine Ssuubi Nakibaya was the principal investigator. Lauben Muhangane supervised the research project.

Data availability

The data is available upon request.

Informed consent

The respondents who participated in the study provided their consent.

Author Biography

Christine Ssuubi Nakibaya holds a Master's degree in Arts in Educational Leadership from the University of Kisubi. Lauben Muhangane is a lecturer at the University of Kisubi.

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