**TRANSFORMATIONAL LEADERSHIP ON JOB PERFORMANCE OF TEACHERS IN SCHOOLS: A CASE**

**OF BUSONGORA NORTH, KASESE**

**DISTRICT IN UGANDA**

**BY**

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# **DECLARATION**

I, **KABUGHO EVANGRINE BAZWA**, declare that this research report is my original work and that it has never been submitted for any other award in any institution before.

Sign: ……………………………… Date: ……………………………..

**KKABUGHO EVANGRINE BAZWA**

# **APPROVAL**

I approve that this work is original and is up to the standard for the award of a Master's Degree in Education Planning and Management of Nkumba University

Signature.......................................... Date.....................................................

**John Paul Kasujja (Ph.D)**

Supervisor

# **DEDICATION**

This work is dedicated to all members of my family, relatives and friends for their financial and moral guidance and advice offered to me during this study process.

**May the almighty God reward them abundantly**

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## I would like to recognize all persons who contributed to the realization of this study. Notably, great thanks go to my supervisor John Paul Kasujja (Ph.D) and my external examiner Prof. Ssekamwa for their devotion and guidance throughout the whole study and having read through my report.

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# **LIST OF ACRONYMS**

LMX Leader-Member Exchange Theory

MLQ Multifactor Leadership questionnaire

OCQ Organizational Commitment Questionnaire

SME Small Medium Enterprise

TCOCQ Three Components Organizational Commitment Questionnaire

WHO World Health Organization

# **ABSTRACT**

The study was limited to the impact of transformational leadership on job performance of teachers in schools: a case study of Busongora North, Kasese District in Uganda. Objectives were; to establish the effect of intellectual stimulation on teacher’s performance in schools, to examine the effect of inspiration motivation on job performance of teachers in school and to establish the impact of individual influence on job performance of teachers in schools.

The research used a case study design where qualitative and quantitative approaches were used. The sample size was 110 respondents selected from teachers, senior women and men, Head teachers, Heads of departments and Sports teachers. This study employed questionnaire survey and interviews for investigation

Intellectual stimulation affects teacher’s performance in schools. It is evident that teamwork, Trust, Sense of ownership, Transparency and accountability and experience and skills improve teacher’s motivation to teach, attend classes and participate in daily duty activities. There is a significant effect inspiration motivation on job performance of teachers in school. It is significant that if there is no clear communication, commitment, peaceful atmosphere and teacher’s needs, there is a higher chance that teachers become absent, may not teach standard work to learners and this leads to poor performance of teachers and learners. Furthermore, individual influences affect job performance of teachers. When school administration does not have the qualities like personal attention, individual differences, feeling valued, interested in academic issues and talking to teachers and visibility in classrooms, there is higher chances that teachers can attend, become punctual, increase their time of work.

Head teachers of primary schools in particular can be encouraged to use democratic leadership style in the leading of primary schools. Head teachers should avoid much use of autocratic leadership style in the leading of primary schools. Educational authorities based should develop strategies to deal teachers who experience less job performance. Adoption of leadership strategies by the schools’ heads such as participative style of leadership that creates conducive environment which will help to improve job performance

# **CHAPTER ONE**

# **INTRODUCTION**

# **1.0 Introduction**

This study seeks to find out the impact of transformational leadership on job performance of teachers in schools; a case study of Busongora North, Kasese district in Uganda. Transformational leadership is perceived as the independent variable and job performance of teachers as the dependent variable. The chapter presents the background to the study, problem statement, purpose of study, objectives of the study, research questions, the hypotheses, the scope of the study, the significance and Conceptual framework.

# **1.1 Background of the study**

# **1.1.1 Historical Background**

In the ancient times, leadership styles were regarded as dictatorial and in schools it became worse. The leadership styles were observed as not worth transformational and instead, it was dictatorial. It is established that Teachers’ performance with their profession is a major issue, since it affects how each teacher carries out his or her role, which reflects on the quality of his or her teaching work and the school operation as well as their performance (Ostroff, 1992). The level of the teacher's performance with his or her job can have a decisive impact on both his or her life and the lives of others, and especially on his or her students, since the job performance of the teachers has strong correlation to the achievement of the latter (Griffin, 2010; Hutabarat, 2015). However, the transformational leadership aims at positive leadership styles so as to have improved job performance of teachers in school.

Educational institutions are critical places where the next generation is educated and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organization and inevitably face the challenges of maintaining the goals of the institutions (Northouse, 2007). In addition to school, leadership style and teachers’ job performance are another critical factor affecting school effectiveness. The kind of leadership style that goes with teachers’ job performance in educational setting has remained a problem in many countries over the world including Africa and Tanzania primary schools in particular. According to House (1968), in the path goal theory, a leader does the following: clarifies and sets goals together with the subordinates and properly communicates to them. Besides, delegates duties to subordinates according to their abilities, skills, knowledge and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. Defines positions and task roles by removing barriers to performance and promotes group cohesiveness and team effort. The leader finally increases personal opportunities for performance as well as improving working performance by reducing stress, making external controls and people’s expectations clearer.

In Africa, the story is not different from those of the developed countries for example in the research conducted by the World Bank in 2012, stated that teaching institutions in developing countries like Africa have recorded job performance ranging from 3% to 27% of total teachers employed. Uganda being a developing country surprisingly recorded one of the highest numbers of turnover/ dissatisfaction which is 19% for teaching institutions and 22% for small-sized institutions. Over 50% of the skilled professional teachers moving from one job to another or even migrate to other countries in search for better jobs with better conditions; wages and working conditions such as accommodation and compensation packages, (WHO Report, 2006).

Since the success of training institutions are reliant on the leader’s ability to optimize human resources, a good leader understands the importance of employees in achieving the goals of the organization, and that to motivate the teachers is important in achieving these goals. It has been widely accepted that effective training institutions require effective leadership and that institutional performance will suffer in direct proportion to the neglect of this (Fiedler and House, 2013). Furthermore, it is generally accepted that the effectiveness of any group of people is largely depended on the quality of its leadership. Effective leader behavior facilitates the attainment of the follower’s desires, which then results in effective performance. It is locally accepted that teacher’s performance is a general problem. It has faced several challenges like Voluntary labor turnover of 100 teachers, constant complaints from teachers about lack of motivation and general dissatisfaction which was as low as 55% something that disengaged teachers from work. There was need to establish the relationship between transformational leadership and job performance of teachers in primary schools.

# **1.1.2 Theoretical Perspective**

This research was guided by the Path-Goal Theory of Leadership as stated by House, (1971). This theory explains that ultimate performance and commitment of employees in this case teachers will be greatly predisposed by the suitability of the leader behavior relative to members needs and requirements plus the features of the duties, Mongezi (2007). Hence, the role of the transformational leader is to provide training, instilling trust, inspiration, direction and individual support to followers if needed.

In this study, Path-Goal Theory proposes that teachers prefer a greatly arranged administration, offered with clear, diverse and inter-reliant responsibilities. In the context of managing schools in Busongora North, Kasese District, introducing close administration from the transformational leadership helps streamline the Path-Goal relationship and raises synchronization, gratitude and commitment of followers. Basing on the above perspective, Path-Goal Theory become relevant in a way that transformational leadership aims at positive change of teachers through; inspiring them as a form of motivate, intellectual stimulation and individual influence and these lead to salary increment and allowances, recognition, promotions and Medical insurance. Therefore, the researcher established how Path-Goal influences transformational leadership on teacher's performance in schools of Busongora North, Kasese District.

# **1.1.3 Conceptual perspective**

Transformational leadership is charismatic and influential ability to make employees do more than what is expected of them at work (Brown A.M., 2015). Transformational leadership is where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group; it is an integral part of the Full Range Leadership Model. Transformational leadership is a style of leadership that promotes the development of skills to enhance engagement and performance of employees or followers beyond ordinary expectations (Wilson, 2018). Also, in this study, transformational leadership will focus on inspirational motivation, Intellectual stimulation and idealized influence and the study will establish how this influence job performance of teachers to become committed to work, attend in time and guide students for proper performance.

Job performance of teachers is a situation where teachers attend, teach, have better results of students and improve the general wellbeing of the school as well as that of the teacher (Wilson, 2018). Job performance relates to how individuals perform in their duties in terms of expected quantity and quality of their work and, it has been defined as the overall expected value from employees' behaviors carried out over a set period of time. Therefore, improper job performance of teachers brings poor results as there is improper engagement of teachers in several activities (Griffin, 2010; Hutabarat, 2015).

In Busongora North, many schools do not engage their teachers in different activities and at the end, their performance and that of students remain low. It was established that among the selected schools under this study like Rugendabara P/S, Kitswamba 1 P/S, Maliba P/S, Kitswamba Muslem P/S and Kitswamba SDA Primary School. 90% of these schools have permanently employed teachers including the head teachers. On the other hand, performance of teachers is low due to leadership styles of head teachers. It is established that 87% are able to work as long as they are motivated, through giving them salary increment and allowances, recognition, promotions and Medical insurance (Kasese District Education Office Report of 2018). There is need for this study to establish proper indicators of how transformational leadership improves job performance of selected teachers in Busongora North.

# **1.1.4 Contextual perspective**

The research was conducted in Busongora North constituency, Kasese district. The constituency has 16 primary schools of which 10 are privately owned and the remaining being government aided (Wilson, 2018). It should further be noted that, each government aided primary school in the constituency has 40 teachers which makes a summation of 240 teachers. Whereas, the number of teachers in privately owned schools is not uniform given that the schools are characterized with a low enrolment which influences the school management to employ a relative low number of teachers. However, altogether, the 10 privately owned primary schools have 200 teachers (Wilson, 2018).

The establishment of primary schools in Busongora North constituency has been in the bid to promote primary education in the region, which is also aligned to Uganda’s development goals and vision 2040 (Samuel, 2019). The ministry of education and sports in Uganda has laid strategies to promote the effectiveness of primary school teachers at the district level through appointment of district inspectors of schools who visit schools in the constituency frequently to assess the level of teachers’ performance at respective schools from time to time (Wilson, 2018). However, this frequent assessment of teachers is questionable to whether it enhances the level of teacher performance by force or good will? It should be noted that, the impact of teacher performance by force may in the long run demotivate teacher performance leaving teacher output below average and wanting (Richardson, 2018).

In Busongora North Constituency, many schools continue facing challenges due to lack of proper transformational leadership. Transformational leadership aim at creating a positive change towards the performance and development of the schools; as a way of improving performance of teachers, this study aimed at finding out the influence of transformational leadership and job performance of teachers in school of Busongora North Kasese district.

# **1.2 Statement of the problem**

Like any other institution, the success of a school depends on good leadership. It is therefore important that schools are properly led in order to define the quality of life of the next generation. As stated earlier, the responsibilities of head teachers are to manage the school and provide leadership (Hall, J., Johnson, S., Wysocki, A., &Kepner, 2015). They must therefore be persons with skills, dedication and good character to mold teachers and learners. They must also be able to face the challenges of management and leadership so as to have transformation.

Leaders in primary institutions face the same challenges as leaders in other organizations. According to a document from Kasese Education Officer of November 2015, teachers are not engaged in their jobs since some skip attending their periods and others absent themselves with no apparent reason. Therefore, understanding the important factors affecting teacher performance is vital to attain the required information to support an educational system to succeed in its objectives.

Since ‟transformational leadership is one of the positive factors that have a direct relationship with work performance among primary school teachers, considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction. Nthuni (2012) for example found that there was need to adopt transformational leadership in order to enhance motivation so as to influence teachers’ performance among primary Schools. Gitaka (2014) noted that head teachers transformational leadership style positively influenced primary school teachers’ level of job satisfaction. Different studies have been conducted on factors affecting teacher commitment but very little or non-attention has been given to the influence of transformational leadership on teacher’s performance among primary School in Busongora North Constituency (District Education Office report of 2018).

It is established that head teachers among the selected primary schools of Busongora North have motivated teachers through inspiring them and giving them intellectual stimulation so as to improve their performance. Such leadership goes with benefits like increment in salary, allowances, and medical benefits. Despite that these teachers have good leaders, their performance has remained low. It is against this background that the current study is designed to examine the influence of transformational leadership on job performance of teachers in schools of Busongora North, Kasese district.

# **1.3 Purpose of the study**

The purpose of this study was to examine the influence of transformational leadership on job performance of teachers in schools of Busongora North, Kasese district.

# **1.4 Research objectives**

To establish the effect of intellectual stimulation on teachers performance in schools of Busongora North, Kasese district

To examine the effect of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district

To establish the impact of individual influence on job performance of teachers in schools of Busongora North, Kasese district

# **1.4.1 Research questions**

What are the effects of intellectual stimulation on job performance of teachers in schools of Busongora North, Kasese District?

What are the effects of inspiration motivation on job performance of teachers in school of Busongora North, Kasese District?

What is the impact of individual influence on job performance of teachers in schools of Busongora North, Kasese District?

# **1.5.0 Scope of the study**

# **1.5.1 Content scope**

The study was limited to transformational leadership on job performance of teachers in schools. Transformational leadership is the independent variable and job performance is the dependent variable. The study variables were achieved using the following objectives; to establish the effect of intellectual stimulation on job performance of teachers in schools, to examine the effect of inspiration motivation on job performance of teachers in school and to establish the impact of individual influence on job performance of teachers in schools.

# **1.5.2 Geographical scope**

The study was carried out in Busongora North constituency in Kasese district. The study selected some primary schools in Busongora North constituency and these were; Rugendabara P/S, Kitswamba 1 P/S, Maliba P/S, Kitswamba Muslem P/S and Kitswamba SDA Primary School. The selection of these primary schools was based on the notion that teacher’s performance remains very low yet these schools have leaders like head teachers and School management committees. This study established the influence of transformational leadership on job performance of teachers in schools of Busongora North, Kasese district.

# **1.5.3 Time scope**

The study took a period of 7 years starting 2013 to 2020. The justification to this time line selection was that many primary schools in Busongora North, Kasese district had qualified teachers who had skills, and it was not clear as to why there was poor job performance as many teachers attend late for teaching and sometimes become absent without reason. Therefore, there was need for the study to compare the current leadership of these schools with the previous leadership so as to improve the teachers’ satisfaction and performance.

# **1.6 Significance of the study**

The conclusion and recommendations drawn from this study willbenefit researchers, educators, the ministry of education and sports as follows:

The study will give a useful body of knowledge about school leadership and teachers’ job performance in Uganda’s context and this may help in the area of implementation.

The study will practically be significant for organizations, specifically, educational institutions to work on improving both on leaders’ leadership styles and promoting positive work performance in teachers.

Also, significant empirical evidences of connection of leadership of school heads with teachers’ performance will imply that school teachers should be given proper training to build positive work performance i.e. work engagement in teachers etc.

To the educators: the findings of the study will-established further knowledge regarding the staff appraisal on teachers’ engagement and performance among schools of Busongora North constituency in Kasese district.

To the ministry of education and sports: the study willsuggest recommendations for effective implementation of government policies in schools, which are meant to enhance performance of teachers, above all, the research willhelp to establish facts of the current status of performance of teachers among school in Busongora North constituency.

# **1.7 Conceptual Framework on transformational leadership on job performance of teachers in schools**

A conceptual framework is a logical scheme of concepts deemed relevant to the problem situation and operationalized to achieve the study objectives (Amin, 2005). This conceptual framework was developed by the researcher after reviewing literature about effects of transformational leadership on job performance of teachers in schools. The conceptual framework advances that the transformative leadership employed by school leaders are characterized by individual influence, intellectual stimulation and inspirational motivation and their relationship to the Job performance. There are variables that come into play which influence Job performance in schools. There are also intervening variables such as the head teacher’s administrative function which influence Job performance. However, the researcher is of the opinion that no matter the situation, the aspects of transformative leadership adopted by the head teacher have an impact on the teachers Job performance by increase in the number of grades, improved skills and knowledge, attendance to class, making lesson plans and scheme of work as well as weekly reports. The framework shows the different transformative leadership that influence teachers Job performance.

**Independent Variable**

**Transformational leadership**

**Dependent Variable**

Inspirational motivation

**Job Performance**

* Increase in the number of grades
* Improved skills and knowledge
* Attendance to class
* Lesson plans and scheme of work
* Weekly reports

Intellectual stimulation

Individual influence

**Moderating variable**

* Teachers Trainings
* Government and local government Policies
* Multiple loans owned by teachers

**Source: Developed by the Researcher, 2020**

As shown in Figure 1 above, the independent variable (IV): was transformational leadership aspects considered included inspirational motivation, intellectual stimulation and individual influence that have a direct influence through interactions with the dependent variable (DV) as job performance with the increase in the number of first grades, improved skills and knowledge, attendance to class, lesson plans and scheme of work and weekly reports. Also the study considered the moderating variable (MV) that considered the following aspects Teachers Trainings, Central government and local government Policies and multiple loans owned by teachers.

# **CHAPTER TWO**

# **REVIEW OF RELATED LITERATURE**

# **2.0 Introduction**

This chapter covered different areas basing on the effect of intellectual stimulation on job performance, the effect of inspiration motivation on job performance and the impact of idealized influence on job performance of teachers in schools

# **2.1 Intellectual stimulation and job performance of teachers**

Intellectual stimulation is when leaders support the followers for being creative and innovative (Hallinger, P., & Heck, 2018). Intellectual stimulation arises where the head-teacher increases teacher’s awareness of problems and challenges and get the teachers to view the challenges from a new perspective. The head teacher challenges assumptions, takes risks and welcomes ideas from the teachers without criticism (Fasola O.S., Adeyemi, M.S., Olowe ,F.T, 2013). In many schools of Kasese, these components create additive effect if managers combine these components to reach performance beyond expectations.

Intellectual stimulation establishes the leader’s consistent effort to stimulate fellow teachers to be innovative and creative as well as the leader’s effort to encourage followers to question assumptions and to reframe problems, and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better ( Fasola O.S., Adeyemi, M.S., Olowe F.B, 2013). In many schools, it is observed that intellectual stimulation is distinguished by the different ways leaders motivated their teachers and appeal to their emotions and values. Bass 2013, studied the effects of Intellectual stimulation on the transformation of teachers in schools in Tanzania and established that, it creates job commitment, institutional citizenry and transforms teachers as their performance rates high.

Also, Judge and Bono (2013) conducted a study on 247 leaders and 954 teachers of these leaders to find out the association of intellectual stimulation in transformational leadership with various variables related to the followers (self-concordance, follower job satisfaction, and follower job performance). This study intends to establish the positive relationship between intellectual stimulation as used in transformative leadership style and teachers commitment especially among the primary schools of Busongora North constituency, Kasese district.

Gkolia, A., &Koustelios, (2014) examined the effect of intellectual stimulation in transformational leadership on the job commitment and job satisfaction of customer contact personnel in banking and food store organizations. The researchers assessed 77 branch managers from three regional banking organizations and 47 store managers from one national food chain using Mult-factor Leadership questionnaire (MLQ) and a 15-item instrument by Porter (1999) to measure leadership and organizational commitment respectively. For this case, there are various factors of transformational leadership, that is charisma, intellectual stimulation and individual consideration which significantly correlated with the schools commitment.

Fasola, Adeyemi, Olowe, (2013) investigated the relationship between transformational, transactional leadership style and their dimensions on the organizational commitment using Mult-factor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ). The findings of the study showed a positive relationship between Transformational, transactional Leadership and organizational commitment. In addition to this it was found that the impact of transactional leadership styles on the commitment of banking employees in Nigeria is more effective than the transformational style. This shows that among the schools in Busongora North, Kasese district, head teachers should positively reward teachers with praise and recognition to make them perform beyond expectations. The study also lays emphasis on using negative reward approach to improve the teachers expected performance.

# **2.2 Inspirational motivation and job performance of teachers**

Inspirational motivation motivates and inspires those around leaders by displaying enthusiasm and optimism, involving the teachers in envisioning attractive future, communicating high expectations, and demonstrating commitment to the goals. Inspirational motivation is a creation of team spirit by the leader to reach organizational objectives and to increase the performance (Hall, Johnson, Wysocki, & Kepner, 2002). Inspiration motivation arises where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers. It describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals as well as improving teacher’s works.

Inspirational motivation involves leader’s ability to motivate teachers so that they are able to perform beyond the expectation. This characteristic involves the leader’s ability to communicate clearly the shared vision so that the workers get inspired to achieve important organizational strategic goals (Brauckmann, S., &Pashiardis, 2018). They excite and challenge their followers so that they are able to accomplish great things.

Bycio (2013) explored the relationship between inspirational motivation in transformational leadership and organizational commitment especially in education institutions. The study was conducted on the sample size of 1376 teachers in some US education organizations. The study found a positive relationship between inspirational motivation in transformational leadership and organizational commitment of teachers.

Yunus and Ibrahim, (2015) conducted a study to identify the relationship between inspirational motivation and organizational commitment. The aim of the study was to examine whether leader member exchange (LME) moderates the relationship between transformational leadership and organizational commitment of teachers. The data was collected from a sample of 122 employees of Small and Medium Enterprise (SME) companies at Shah Alam. Among all the dimensions of transformational leadership, only individual consideration was found to have significant relationship with affective commitment. The result further revealed that Leader-Member Exchange Theory (LMX) does moderate the relationship between transformational leadership and organizational commitment of employees.

# **2.3 Individual influence and job performance of teachers**

Individualized consideration is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002). Individualized consideration arises where the head-teacher provides support, encouragement, and development to the teachers. The head models the way, is respectful and ceases opportunities to celebrate individual contribution or progress. This enables subordinate teachers to grow continually and achieve higher potentials.

Individualized consideration represents the leader’s effort to treat individuals as if they are special people and act as a coach or mentor to develop their followers‟ potential (Chirchir, Kemboi, Kirui & Ngeno, 2014). Individualized consideration represents the leader‟s consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers‟ potential. Head teachers with individual consideration encourage associates to reach goals that help both the associates and the organization (Tourish & Pinnington, 2002). Individualized consideration enhances head teachers with the capability to treat each teacher individually by giving them the personal attention. Such head teachers are compassionate, responsive and appreciative to the employees‟ needs and they thus celebrate individual achievements.

Njoroge and Gachunga (2014) conducted an empirical study on 343 respondents of technical institutions in Kenya to determine the effect of individualized consideration leadership style on organizational commitment as moderated by employee participation. The result revealed that transformational leadership is a significant predictor of affective, continuance and normative commitment. The further analysis of the study showed that idealized influence, individualized consideration and intellectual stimulation had a significant individual effect on all the three components of organizational commitment Bogler, 2015 However noted that, inspirational motivation has a significant effect on affective and normative commitment but not continuance commitment. The findings were different when the variables were regressed jointly. Individualized influence is found to have a significant effect on affective commitment only (Longman Boylu, Y., Pelit, E., & Güçer, 2017). Inspirational motivation significantly predicted affective, continuance and normative commitment. However, employee participation does not moderate the relationship between transformational leadership and affective commitment, continuance and normative commitment.

Rowden (2009) conducted a study to measure the relationship between the six leadership behaviors identified by Conger and Kanunogo (2013) and two job commitment components identified by Bogler, (2015) where one of them was individualized consideration. The sample of total 245 respondents participated in the study. The result indicated that leaders‟ sensitivity to members needs is related to job commitment. He stated that it is unlikely that someone would be committed to an organization where its leader was not attuned to his or her needs by use of individualized consideration.

Shurbagi (2014) investigated the relationship between individualized consideration in transformational leadership and organizational commitment among 227 employees of national oil corporation, Libya. Transformational leadership was assessed by using Multifactor Leadership Questionnaire (MLQ) consisting of five dimensions: intellectual stimulation, Idealized influence (behavior), idealized influence (attributed), inspirational motivation and individualized consideration. Organizational commitment was assessed by using Three Components Organizational Commitment Questionnaire (TCOCQ) of (Bogler, 2015). The result revealed a strong and positive relationship between transformational leadership and organizational commitment.

Furthermore, the highest correlation among all the dimensions of transformational leadership and organizational commitment was found between idealized influence and normative commitment whereas the weakest was between individualized consideration and affective commitment (Borg, W.R., & Gall, 2015). The study also found that leaders of national oil corporation follows transformational leadership style to manage their organization, and affective component was found to be the dominant component of organizational commitment (Shurbagi, 2014).

Feizi, Ebrahimi and Beheshti (2014) examined the predictive relationship between transformational leadership style and organizational commitment of Germi's secondary schools teachers in academic year 2011-2012. Four-hundred secondary school teachers were assessed on various dimensions of transformational leadership and organizational commitment. The result of regression analysis indicated that three components of transformational leadership, namely idealized influence, individual considerations, and intellectual stimulation were considered as predictor variables in organizational commitment. Among all the components of transformational leadership, idealized influence had the greatest effect on organizational commitment of teachers.

Individual influence meet the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers (Bass, 2008). Idealized influence or charisma is the first element which involves demonstrating behavior such as serving as a role model, setting high standards of moral values, communicating the importance of a collective sense of vision and sacrificing for the benefit of the group. Here, managers are exemplary role models for associates. Idealized influence means leader’s determining institutions' vision and mission by incorporating the followers to the process (Barbuto, 2015).

The head teachers who possess these qualities are respected, admired and trusted by everyone. The followers of such leaders feel proud for being associated with him/her (Feizi,M. &, Ebrahimi, 2014). Individual influence or charisma arises where the head-teacher influences followers by clearly articulating a shared vision to the teachers, appealing to their values, interests and dreams and appealing to their emotions. It helps to build trust which in turn results in confidence from the teachers (Bogler, 2014).

A study by Nthuni (2012) on leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District, revealed that there was need to adopt an idealized influence in transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve the working environment by involving them in decision making and in policy formulation in their schools. Kibue (2008) study on Idealized influence in transformational leadership style on public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not understand nor use the Idealized influence in transformational leadership style in schools, hence it was difficult to establish whether idealized influence influenced teachers‟ job commitment (Bogler, 2014). This style is still a new concept to many. The researcher concluded that there is need for head teachers to be trained and properly inducted on leadership in order to properly manage both human and material resources in many primary schools.

# **CHAPTER THREE**

# **RESEARCH METHODOLOGY**

# **3.1 Introduction**

This chapter provides the methodological aspects of the study giving description of the research designs that were used in the study. It consists of research design, study population, sample size and selection. It also looks at sampling techniques, data collection methods and instruments, validity and reliability of instruments, data collection procedure, data management and analysis.

# **3.2 Research Design**

The research took a case study design as it was adopted for this study because this design was considered ideal as it allows studying a particular phenomenon in detail. A case study design also was preferred because it helped the researcher to analyze situations in depth and to relate them to similar situations in other places as recommended by Oso and Onen, (2009). Qualitative and quantitative methods of data collection and analysis were used. This allowed the researcher to arrive at empirical evidence. Quantitative approach enabled the researcher to collect numerical data in order to explain, describe, understand, predict or control the phenomenon of interest. On the other hand, qualitative research design filled the gap by enabling the researcher to capture feelings, opinions and other subjective variables.

# **3.3 Area of Study**

The study was carried out in Busongora North constituency in Kasese district. The study selected some primary schools in Busongora North constituency and these were; Rugendabara P/S, Kitswamba 1 P/S, Maliba P/S, Kitswamba Muslem P/S. the selection of these primary schools necessitates that teachers performance remains very low yet these schools have leaders like head teachers, PTA among others and this study established the influence of transformational leadership on job performance of teachers in schools of Busongora North, Kasese district. Taking this study signifies that different studies have been conducted on factors affecting teacher commitment but very little or no attention has been given to the influence of transformational leadership on job performance of teachers in the schools of Busongora North, Kasese district. This study examined the influence of transformational leadership on job performance of teachers in school in Busongora North, Kasese district.

# **3.4 Population of the Study**

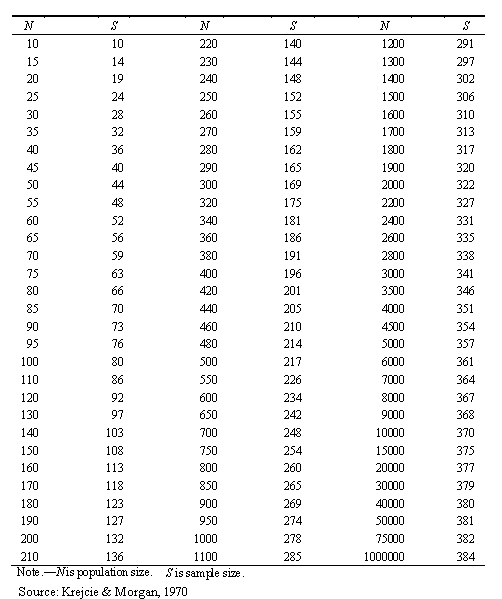
Kothari (2003) contends that population of the study is all the universal objects over which research is to be carried out. This involves the selection of people/objects that help to get the necessary data about the study. The study population targeted different schools of Busongora North Constituency and these are Rugendabara P/S, Kitswamba 1 P/S, Maliba P/S, Kitswamba Muslem P/S and Kitswamba SDA Primary School. Specific population including the; teachers, senior women and men, head teachers, heads of departments and Sports teachers. Targeting these respondents gave specific data about the study problem.

# **3.5 Sample Size Determination**

The sample size was 110 respondents selected from teachers, senior women and men, Head teachers, Heads of departments and Sports teachers. The researcher considered this number to be representative enough as determined by R. V. Krejce and D.W. Morgan (1970) statistical table for sample size determination.

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Target** | **Sample Size** | **Data Collection Method** |
| Teachers | 100 | 80 | Questionnaire |
| Senior women and men | 10 | 10 | Interview guide |
| Head teachers | 05 | 05 | Interview guide |
| Heads of departments | 05 | 05 | Interview guide |
| Sports teachers | 10 | 10 | Interview guide |
| **Total** | **130** | **110** |  |

**Source: R. V. Krejce and D.W. Morgan (1970)**



# **3.5.2 Sampling Techniques and Procedure**

Kothari (2003) defines a sample as a collection of observations representing only a portion of the population. Only a few selected observations are met and the resulting sample provides the information for drawing a conclusion about the population.

The sampling techniques that were employed included the following: stratified sampling, simple random sampling, and purposive sampling.

Using stratified sampling, respondents found at schools were classified according to their levels like class room teachers, non teaching staff were categorized according to their departments, and students were categorized according to their positions.

Amin (2005) defines simple random sampling technique as a technique where a sample is obtained from the population in such a way that samples of the same size have equal chances of being selected. The application of simple random sampling helped in selecting respondents without any chronological order and this helped in acquiring balanced data about the study. After this, the researcher sampled respondents basing on their levels of departments.

Purposive sampling technique according to (Amin 2005) is when a researcher uses his/her own judgment or common sense regarding to a participant from whom information will be collected. However, purposive sampling was applied on head teachers and PTA and these were targeted so as to give specific data about the study.

# **3.6 Data Collection Methods**

There were several methods of data collection in research work (Mugenda et al., 2003). Therefore, this study employed questionnaire survey and interviews for investigation.

# **3.6.1 Questionnaire Survey**

These were administered to class room teachers. These questionnaires were made up of both structured and unstructured questions. The researcher used questionnaires because they covered a big number of respondents in a relatively short time. Besides that, questionnaires generated reliable data on the fact that the respondents answered them in their own mood and time without being intimidated by the researcher’s presence.

# **3.6.2 Interview**

The researcher administered interviews to teachers. Interviews were administered to these categories of respondents because interviews generated reliable data the fact that respondents give immediate feedbacks to the researcher.

# **3.7 Data collection tools**

The data was collected using different tools such as questionnaire and interview guide.

# **3.7.1 Questionnaire**

A questionnaire is a collection of questions based on the subject of interest to the researcher and completed by respondents (Ferdinand, 1988). Data was collected using a closed ended questionnaire and these questionnaires were administered to teachers. They were designed precisely and the questions were closed ended for the respondents to tick the best option.

# **3.7.2 Interview guide**

According to Kvale (1996), interviews are conversations where the outcome is a co-production of an interviewer and a participant. In this study, the researcher mainly utilized; One-on-one interviews through the use of interview guide on senior women and men, Head teachers, Heads of departments and Sports teachers since these were key informants. This tool was applied to key informants to generate detailed data for the study; it allowed the researcher to probe respondents to obtain data according to their experience. Besides, the interview guide was flexible and was conducted by telephone in case of the absence of the respondent. This instrument was vital in the study because the researcher got immediate feedback.

# **3.8 Data quality control**

In order to ensure that quality and reliable data is collected, the researcher pre-tested data collection tools as well as testing the reliability and validity of the instruments as follows.

# **3.8.1 Validity of instruments**

Validity is the ability of the instrument to measure what it is intended to measure (Amin 2005). A research instrument is said to be valid if it measures what it is supposed to measure. Content Validity was measured in the context in which the content of the instruments correspond with the content of the theoretical frame work of the study. The Validity of the content was enhanced through instruments pre-testing. Content Validity was determined by use of Content Validity Index (CVI) to get inter-judge coefficient for the item. Therefore, Content Validity Index (CVI) was got by:

CVI = Number of judges declared the item valid

Total number of judges

The researcher sorted expert judgment of one more to rate the items for each instrument, and proceed to compute the content validity index (CVI).

The results implied that research instruments was valid to be used for data collection on the factors affecting the implementation of strategic plan. Amin, (2005) said that, for the instrument to be accepted as valid the average contact validity index (CVI) = No. of items could be declared valid divided by the total No. of items = at least above 75%.

# **3.8.2 Reliability**

This is the degree to which the instrument consistently measures whatever it is intended to measure (Amin, 2005). The instrument is considered reliable if it produces the same results when repeatedly used in measuring the concepts from the same respondents even by other researchers. It was determined using cronbach alph coefficient

a**= **

Where,  **-** Total number of items

**-**variance in all items

**-**variance in individual items

This was used to test instruments to establish coherence and occurrence in the instruments. Closely related information provided by respondents under study was then considered valid. Cronbach coefficient Alph of 0.5 and above is more reliable.

# **3.9 Data collection procedure**

The researcher got introductory letter from the post graduate of Nkumba University which introduced her to the area of study, to request for its authority to allow the researcher to conduct the research. Data collection methods and tools were tested, distributed and collected later. Finally, data was analyzed and a report was written.

# **3.10 Data management and analysis**

Data analysis is the process of bringing order, structure and meaning of the mass information collected (Mugenda, 2003). Mugenda (2003) further states that data obtained from the field is difficult to interpret and therefore must be cleaned, coded, entered into the computer and analyzed. Both quantitative and qualitative data analysis methods was used.

Quantitative data was analyzed using Statistical Package for Social Scientists (SPSS) computer package and was coded. The researcher edited data after being collected from the field and then the researcher fed it into the computer, after the data being fed into the computer, there was an application of MS-word and excels to make tables. Frequency tables were easy for interpretation. Quantitatively, data was used to describe information after being collected.

While qualitative data was analyzed using thematic analysis, it was presented using content Index analysis. Qualitative data was analyzed by qualitative analysis where data typically relied on the methods for gathering information like field notes and interview. In the qualitative approach, data was edited after gathering the whole information from the field, some qualitative data was highly structured (e.g. Open end responses from survey or tightly defined interview questions) was typically coded without additional segmenting of the content.

**Data analysis Methods**

**Editing**

According to Kothari (2003), editing is a process of examining errors and omissions that may occur while collecting data and necessary corrections are made to make more relevant to the study. Editing was used in order to get sufficient results that were free from errors for easy analysis and discussion.

**Coding**

According to Sekaran (2003), coding is the technical procedure by which data are categorized. Through coding, the raw data was converted into symbols, usually numerals which was tabulated and counted. The questions were classified into parts which were assigned codes while coding answers. Coding was normally used in order to summarize collected data into statistical tables. In order to make the information easily understood, it was presented in tables indicating values related to the questions.

**Tabulation**

Kothari (2003) argues that tabulation refers to the orderly arrangement of data in a table or other summary format achieved by counting the frequency or responses to each question. Tabulation was used to simplify the way of interpreting data and the frequency of responses to each specific question. Therefore, tabulation of surveyed results gave the exact picture of what was discussed and questioned. Tables were mainly generated in order to establish the relationship between the variables.

**Statistical analysis**

Cochran (1996) defines statistical analysis as the collection, examination, summarization, manipulation, and interpretation of quantitative data to discover its underlying causes, patterns, relationships and trends. The collected data was analyzed and presented in tables by using SPSS. The main statistical tools that were used to analyze the responses which had descriptive statistics that showed frequencies and percentages of the respondents’ distribution per question.

# **CHAPTER FOUR**

# **DATA PRESENATION, ANALYSIS & INTERPRETATION**

# **4.0 Introduction**

This chapter presents the results of the study based on the data collected from the field and analyzed. The results are interpreted and presented in four sections. Section 4.1 presents results of the background of the Bio data of respondents. The other three sections present the study results based on the study objectives as follows; 4.2 presents results of the intellectual stimulation and job performance of teachers**,** section 4.3 presents results of the inspirational motivation and job performance of teachers; section 4.4 presents results of individual influence and job performance of teachers.

# **4.1. Background of the Bio data of Respondents**

This sub section presents the demographic characteristics of respondents, the sex, age, marital status and level of education.

# **Table 1: Showing the response Rate**

| **Respondents** | **Sample size** | **Actual sample** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- |
| Teachers | 80 | 70 | 70.0 | 70.0 |
| Senior women and men | 10 | 8 | 8.0 | 78.0 |
| Head teachers | 05 | 5 | 5.0 | 83.0 |
| Heads of departments | 05 | 5 | 5.0 | 88.0 |
| Sports teachers | 10 | 12 | 12.0 | 100.0 |
| **Total** | **110** | **100** | **100.0** |  |

**Source: Field Data, 2020**

The results of the response rate exhibit the validity of the study. The appropriate response rate should be 75% (Bailar & Lamphier, 1978). Out of the total sample size of 110 respondents, responses were received from 100 respondents representing a response rate of 90% and non-response rate of 10% which implies the results obtained were representative of all respondents the fact that the rate of response was above 75% and were thus not affected by non-response.

However, the research being carried out in the period of COVID-19 pandemic, other respondents were not got as they feared to interact with the researcher due to contracting the pandemic.

# **4.1.1 Sex of respondents**

The study was gender sensitive; it included both males and females, this aimed at avoiding gender bias about the findings and the results are summarized in Figure 1. Gender was relevant in this study because youth livelihood program does not discriminate sex but looks at age bracket of all youths irrespective of sex. This helped in giving information about the impact of transformational leadership on job performance of teachers in schools.

# **Table 2: Showing the Gender of Respondents**

| **Gender** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Males | 69 | 69.0 | 69.0 |
| Females | 31 | 31.0 | 31.0 |
| **Total** | **100** | **100.0** | 100.0 |

**Source: Field Data, 2020**

Majority of the respondents were males indicated by 69% as compared to females who were 31%. This meant that males were involved in the study the fact that they were the majority respondents who involved in the leadership of most schools.

# **Table 3: Showing the Schools involved in the study**

| **Sampled Schools** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Rugendabara P/S | 25 | 25.0 | 25.0 |
| Kitswamba 1 P/S | 25 | 25.0 | 50.0 |
| Maliba P/S | 25 | 25.0 | 75.0 |
| Kitswamba Moslem P/S | 25 | 25.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

All schools had related responses as 25% and this means that, data acquired balanced all schools affected withtransformational leadership on job performance of teachers.

# **Table 4: Showing the Age of respondents**

| **Age of the respondents** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Below 20 year | 2 | 2.0 | 2.0 |
| 21-30years | 12 | 12.0 | 14.0 |
| 31-40years | 25 | 25.0 | 39.0 |
| 41-50years | 52 | 52.0 | 91.0 |
| 50 years and above | 9 | 9.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Majority of the respondents were from the age bracket of 41-50years and presented 52% as compared with the minority 2% who were in the age bracket of below 20 year. This means that majority of the respondents were in the working age and so involved in leadership of schools.

# **Table 5: Showing the Subjects taught**

| **Subjects** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| English | 25 | 25.0 | 25.0 |
| SST | 25 | 25.0 | 50.0 |
| Mathematics | 25 | 25.0 | 75.0 |
| Science | 25 | 25.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Respondents indicated by 25% agreed that subjects taught at all schools included; English, SST, Mathematics and Science. This means that all schools had same syllabus and transformational leadership improved performance of teachers which as well affected students’ performance.

# **Table 6: Showing the How long have you worked with the above stated school**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| 0-5 years | 11 | 11.0 | 11.0 |
| 6-10years | 39 | 39.0 | 50.0 |
| 11-15 years | 36 | 36.0 | 86.0 |
| Over 15 years | 14 | 14.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Majority of the respondents 39% indicated that they had worked with their schools from 6-10years whereas the few respondents 11% said they had worked for their schools between 0-5 years. This means that majority of the respondents had enough experience in giving data about the impact of transformational leadership on job performance of teachers in schools; a case study of Busongora North, Kasese District.

# **4.2 The effect of intellectual stimulation on teacher’s performance in schools of Busongora North, Kasese district**

# **Table 7: Showing whether there is a positive effect of teamwork on teacher’s performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 9 | 9.0 | 9.0 |
| Disagree | 20 | 20.0 | 29.0 |
| Not sure | 4 | 4.0 | 33.0 |
| Agree | 52 | 52.0 | 85.0 |
| Strongly Agree | 15 | 15.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Field findings discovered by the majority 52% agreed that thereis a positive effect of teamwork on teacher’s performance though few respondents indicated by 9% disagreed. Respondents said that team work.

Respondents argued that teachers thrive when they have a diverse team of people who can contribute individual ideas. Teamwork helps solve problems in classes, among teachers themselves and parents. In an interview with a teacher from Rugendabara P/S, he had this to say, ‘*one time a parent complained that teachers were sleeping with a pupil, this case was intervened by all teachers because most parents think that teachers sleep with their children, all teachers called the parents and they explained the problem and good enough the matter was resolved due to team work*’.

The above justifies that team work among teachers helps them to resolve or discuss issues so as to secure their jobs. Also, Kibue (2008) established that team work helps teachers in brainstorming about good opportunity for the team to exchange ideas and come up with creative ways of doing things. By working together, teams can find the solutions that work best. It is further indicated that work done by several associates of teachers with each doing a part but all subordinating personal prominence to the efficiency of the whole improves their performance.

# **Table 8: Showing whether Trust positively affects job performance of teachers**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 11 | 11.0 | 11.0 |
| Disagree | 19 | 19.0 | 30.0 |
| Agree | 34 | 34.0 | 64.0 |
| Strongly Agree | 36 | 36.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

It is evident and strongly agreed by majority 36% that as a way of intellectual’s stimulation; trust positively affects job performance of teachers though few 11% of the respondents strongly disagreed. This shows that trust gives confidence to the top administrator and performance results. This means that trust influence teachers to perform as the head teachers and pupils believes in such teacher.

It is evident by Bogler, (2014) that teacher group performance and achievement of goals is related to the leadership style employed by the head teachers as leaders, as it directly affectsemployee behavior. It leads them to exert extra effort on their jobs and perceive their leaders as effective.

It is further revealed by Nthuni (2012) results of his study which indicated that there is a relationship of transformational leadership and job performance. Therefore, transformational leadership has significant and positive influence on job performance. Findings showed that transformational leadership relates to an increase in the employees' job performance.

# **Table 9: Showing whether sense of ownership affect job performance of teachers**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 7 | 7.0 | 7.0 |
| Disagree | 10 | 10.0 | 17.0 |
| Not Sure | 8 | 8.0 | 25.0 |
| Agree | 58 | 58.0 | 83.0 |
| Strongly Agree | 17 | 17.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

It was discovered by majority 58% that intellectual stimulation influences a sense of ownership which affect job performance of teachers while 7% of the respondents Strongly Disagreed. It was indicated that when teachers have influence, they have a sense of responsibility to own teaching, managing resources of the school and these make them perform.

However, Feizi,M. &, Ebrahimi, (2014) established that The sense of ownership looks at the level of attention that an owner focuses on their business. A sense of ownership is the differentiated mentality of people who want to see their company thrive, ensuring stability, profits and growth. Furthermore, schools with teacher’s ownership often see greater productivity, higher profitability, and increased revenue. These successes also tend to continue over time, as the motivation of employees continues as long as they have an interest in the overall health of the schools.

Teacher’s ownership is linked to better company performance on average. Teacher’s ownership schools have more stability, higher survival rates, and fewer layoffs in recessions, potentially leading to lower unemployment in the overall economy. The broader sharing of economic rewards may help reduce economic inequality (Bass, 2008).

# **Table 10: Showing whether Transparency and accountability affect job performance of teachers**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 11 | 11.0 | 11.0 |
| Disagree | 13 | 13.0 | 24.0 |
| Not Sure | 2 | 2.0 | 26.0 |
| Agree | 49 | 49.0 | 75.0 |
| Strongly Agree | 25 | 25.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Field findings indicated that transparency and accountability affect job performance of teachers agreed by 49% of the respondents while 2% did not have any option. This means that there can be good planning, organizing and commitment towards the work.

The above related with the ideas that transparency implies openness, communication, and accountability. The term transparency has a very different meaning in information security where it is used to describe security mechanisms that are intentionally in-detectable or hidden from view.

Feizi, Ebrahimi and Beheshti (2014) examined the Positive results of accountabilityincreased feelings of competency, increased employee commitment to the work, more creativity and innovation, and. higher employee morale and satisfaction with the work.Accountability eliminates the time and effort you spend on distracting activities and other unproductive behavior. When you make people accountable for their actions, you're effectively teaching them to value their work. When done right, accountability can increase your team members' skills and confidence.

# **Table 11: Showing whether improved experience and skills affect job performance of teachers**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 16 | 16.0 | 16.0 |
| Disagree | 3 | 3.0 | 19.0 |
| Not Sure | 5 | 5.0 | 24.0 |
| Agree | 63 | 63.0 | 87.0 |
| Strongly Agree | 13 | 13.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Respondents indicated by majority 63% indicated that intellectual stimulation improves experience and skills affect job performance of teachers though 3% of the respondents did not agree. It was revealed that there is improved plan and prioritize, set clear milestones, plan meetings and communication skills.

This relates with the views that Intellectual stimulation establishes the leader’s consistent effort to stimulate fellow teachers to be innovative and creative as well as the leader’s effort to encourage followers to question assumptions and to reframe problems, and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better (Fasola O.S., Adeyemi, M.S., Olowe F.B, 2013). In many schools, it is observed that intellectual stimulation is distinguished by the different ways leaders motivated their teachers and appeal to their emotions and values.

# **Table 12: Showing Whether there is a relationship between intellectual stimulation on teacher’s performance in schools of Busongora North, Kasese district**

| **Correlations** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | There is a positive effect of teamwork on teachers performance | Trust positively affect job performance of teachers | Sense of ownership affect job performance of teachers | Transparency and accountability affect job performance of teachers | Improved experience and skills affect job performance of teachers |
| There is a positive effect of teamwork on teachers performance | Pearson Correlation | 1 | .439\*\* | .877\*\* | .918\*\* | .871\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Trust positively affect job performance of teachers | Pearson Correlation | .439\*\* | 1 | .378\*\* | .505\*\* | .435\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Sense of ownership affect job performance of teachers | Pearson Correlation | .877\*\* | .378\*\* | 1 | .943\*\* | .919\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Transparency and accountability affect job performance of teachers | Pearson Correlation | .918\*\* | .505\*\* | .943\*\* | 1 | .928\*\* |
| Sig. (2-tailed) | .000 | .000 | .000 |  | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Improved experience and skills affect job performance of teachers | Pearson Correlation | .871\*\* | .435\*\* | .919\*\* | .928\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 |  |
| N | 100 | 100 | 100 | 100 | 100 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | |  |  |  |  |

**Source: Field Data, 2020**

Field research discovered that there was a positive relationship between intellectual stimulation and teacher’s performance in schools as (r=.850\*\*, p<0.01). This signifies that when teamwork, Trust, Sense of ownership, Transparency and accountability and experience and skills improve teachers motivation to teach, attend classes and participate in daily duty activities.

# **4.3 The effect of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district**

# **Table 13: Showing whether clear communication inspire teachers to perform**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 8 | 8.0 | 8.0 |
| Disagree | 24 | 24.0 | 32.0 |
| Not Sure | 3 | 3.0 | 35.0 |
| Agree | 29 | 29.0 | 64.0 |
| Strongly Agree | 36 | 36.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Majority of the respondents 36% strongly agreed that inspiration motivation results into clear communications which inspire teachers to perform although 8% of the respondents did not agree. Many schools sampled for this study complained that in their schools, there were poor means of communication and this affected the teacher’s performance. In an interview with teachers, they had this to say ‘*Our schools have poor means of communicating to us as teachers who implement teaching; some important issues are had to be communicated to us as teachers and this affect performance*’

Judge and Bono (2013) view establishes that communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. Furthermore, clear communication improves efficiency in all activities it reduces the frustration which arises from misunderstandings it promotes clearer, more structured thinking clear communication involves putting oneself in another person's place; it leads to enhanced understanding of other people and to more effective management of the school.

This characteristic involves the leader’s ability to communicate clearly the shared vision so that the workers get inspired to achieve important organizational strategic goals (Brauckmann, S., &Pashiardis, 2018). They excite and challenge their followers so that they are able to accomplish great things

# **Table 14: Showing whether commitment inspire teachers performance**

| **Response** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- |
| Strongly Disagree | 6 | 5.1 | 6.0 | 6.0 |
| Disagree | 11 | 9.3 | 11.0 | 17.0 |
| Not Sure | 4 | 3.4 | 4.0 | 21.0 |
| Agree | 66 | 55.9 | 66.0 | 87.0 |
| Strongly Agree | 13 | 11.0 | 13.0 | 100.0 |
| **Total** | **100** | **84.7** | **100.0** |  |

**Source: Field Data, 2020**

Majority of the respondents 66% said that teacher commitment is an internal force that derives teachers to invest more time and energy in keeping up involvement in the school. It was said that committed teachers are punctual; they teach using all the techniques like participatory learning among others.

Bycio (2013) explored the relationship between inspirational motivation in transformational leadership and organizational commitment especially in education institutions. The study was conducted on the sample size of 1376 teachers in some US education organizations. The study found a positive relationship between inspirational motivation in transformational leadership and organizational commitment of teachers.

# **Table 15: Showing whether peaceful atmosphere inspire teachers performance**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 7 | 7.0 | 7.0 |
| Disagree | 14 | 14.0 | 21.0 |
| Not Sure | 5 | 5.0 | 26.0 |
| Agree | 49 | 49.0 | 75.0 |
| Strongly Agree | 25 | 25.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Peaceful atmosphere inspire teachers performance as it is revealed by majority 49% though 7% did not agree. It was said that transformation leaders are peaceful, they know how to advice and cooperate with the subordinates hence this improves performance. It concurs with the views that inspirational motivation is a creation of team spirit by the leader to reach organizational objectives and to increase the performance (Hall, Johnson, Wysocki, & Kepner, 2002). Inspiration motivation arises where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers. It describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals as well as improving teacher’s works.

# **Table 16: Showing whether considering teachers needs inspire teachers performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 11 | 11.0 | 11.0 |
| Disagree | 3 | 3.0 | 14.0 |
| Not Sure | 5 | 5.0 | 19.0 |
| Agree | 63 | 63.0 | 82.0 |
| Strongly Agree | 18 | 18.0 | 100.0 |
| Total | 100 | 100.0 |  |

**Source: Field Data, 2020**

Field findings indicated that considering teachers needs inspire teacher’s performance and it was established by 63% of the respondents. Though few respondents 3% did not agree. It was said that teacher’s needs were like salary, allowances trainings and other aspects and if these are given first priority, they easily perform.

The above concurs with the views of Yunus and Ibrahim, (2015) who indicates that Teachers need motivation to perform, they need allowances, salaries, trainings among others and these improve their performance.

# **Table 17: Showing whether treating teachers as respectful members inspire performance**

| **Response** | **Frequency** | **Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 11 | 11.0 | 11.0 |
| Disagree | 19 | 19.0 | 30.0 |
| Not Sure | 3 | 3.0 | 33.0 |
| Agree | 25 | 25.0 | 58.0 |
| Strongly Agree | 42 | 42.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Research findings indicated by 42% strongly agreed that treating teachers as respectful members inspire performance although 11 strongly disagreed. It was said that top managers respect for teachers improve their teaching responsibilities hence performance is yielded. This relates with the views that Inspirational motivation motivates and inspires those around leaders by displaying enthusiasm and optimism, involving the teachers in envisioning attractive future, communicating high expectations, and demonstrating commitment to the goals (Hall, Johnson, Wysocki, & Kepner, 2002).

# **Table 18: Showing whether there is a relationship between inspiration motivation and job performance of teachers in school**

| **Correlations** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Clear communication inspire teachers to perform | Commitment inspire teachers performance | Peaceful atmosphere inspire teachers performance | Considering teachers needs inspire teachers performance | Treating teachers as respectful members inspire performance |
| Clear communication inspire teachers to perform | Pearson Correlation | 1 | .428\*\* | .601\*\* | .537\*\* | .870\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Commitment inspire teachers performance | Pearson Correlation | .428\*\* | 1 | .846\*\* | .699\*\* | .202\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 | .044 |
| N | 100 | 100 | 100 | 100 | 100 |
| Peaceful atmosphere inspire teachers performance | Pearson Correlation | .601\*\* | .846\*\* | 1 | .811\*\* | .418\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Considering teachers needs inspire teachers performance | Pearson Correlation | .537\*\* | .699\*\* | .811\*\* | 1 | .475\*\* |
| Sig. (2-tailed) | .000 | .000 | .000 |  | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Treating teachers as respectful members inspire performance | Pearson Correlation | .870\*\* | .202\* | .418\*\* | .475\*\* | 1 |
| Sig. (2-tailed) | .000 | .044 | .000 | .000 |  |
| N | 100 | 100 | 100 | 100 | 100 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | |  |  |  |  |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | |  |  |  |  |

**Source: Field Data, 2020**

Findings established that there was a significant relationship between inspiration motivation on job performance of teachers in school as at (r=.870\*\*, p<0.01). It is significant that if there is no clear communication, commitment, peaceful atmosphere and teacher’s needs, there is a higher chance that teachers become absent, may not teach standard work to learners and this leads to poor performance of teachers and learners.

# **4.4 The impact of individual influence on job performance of teachers in schools of Busongora North, Kasese district**

# **Table 19: Showing whether giving teachers personal attention influence their performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 4 | 4.0 | 4.0 |
| Disagree | 13 | 13.0 | 17.0 |
| Not Sure | 12 | 12.0 | 29.0 |
| Agree | 59 | 59.0 | 88.0 |
| Strongly Agree | 12 | 12.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Majority of the respondents 59% agreed that individual influencegive teachers personal attention that also influences their performance while few respondents 4% Strongly Disagree. It was revealed that if head teachers and other stakeholders give attention to teachers, giving them allowances, training them among others, they can easily develop and perform duties. This meant that teacher’s personal attention was important towards their performance. Kibue (2008) says that individual influencegive teachers personal attention in many institutions where the teacher is able to perform as long as his or her challenges are being listened to and this improves performance.

# **Table 20: Showing whether understanding teachers individual differences influence their job performance**

| **Response** | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- |
| Strongly Disagree | 11 | 9.3 | 11.0 | 11.0 |
| Disagree | 13 | 11.0 | 13.0 | 24.0 |
| Not Sure | 2 | 1.7 | 2.0 | 26.0 |
| Agree | 49 | 41.5 | 49.0 | 75.0 |
| Strongly Agree | 25 | 21.2 | 25.0 | 100.0 |
| **Total** | **100** | **84.7** | **100.0** |  |

**Source: Field Data, 2020**

Understanding teachers individual differences influence their job performance and this was highly agreed by 49% of the respondents. Respondents indicated that when the top stakeholders of schools or the other workmates understands the individual differences, they treat the subordinates differently and this motivates them to perform.

This also relates with the ideas that Individualized consideration is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002). Individualized consideration arises where the head-teacher provides support, encouragement, and development to the teachers. The head models the way, is respectful and ceases opportunities to celebrate individual contribution or progress. This enables subordinate teachers to grow continually and achieve higher potentials.

# **Table 21: Showing whether making teachers feel valued influence their performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 16 | 16.0 | 16.0 |
| Disagree | 3 | 3.0 | 19.0 |
| Not Sure | 5 | 5.0 | 24.0 |
| Agree | 63 | 63.0 | 87.0 |
| Strongly Agree | 13 | 13.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Further research indicated that making teachers feel valued influence their performance as it was agreed by 63% of the respondents and 3% disagreed with the idea. Employees like teachers need to be valued over their work and they also need respect as a way for them to perform and failure of these, they perform without any motivation. This also concurs with the ideas that Individualized consideration represents the leader’s effort to treat individuals as if they are special people and act as a coach or mentor to develop their followers‟ potential (Chirchir, Kemboi, Kirui & Ngeno, 2014). Individualized consideration represents the leader‟s consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers‟ potential. Head teachers with individual consideration encourage associates to reach goals that help both the associates and the organization (Tourish & Pinnington, 2002).

# **Table 22: Showing whether being interested in academic issues and talking to teachers influence their performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 19 | 19.0 | 19.0 |
| Disagree | 3 | 3.0 | 22.0 |
| Not Sure | 2 | 2.0 | 24.0 |
| Agree | 58 | 58.0 | 82.0 |
| Strongly Agree | 18 | 18.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

Research findings indicated by 62% agreed that being interested in academic issues and talking to teachers influence teachers performance. It was the duty of teachers to love their work so as to perform and failure of teachers to perform, they may not bring proper results. Inspirational motivation has a significant effect on affective and normative commitment but not continuance commitment. The findings were different when the variables were regressed jointly. Individualized influence is found to have a significant effect on affective commitment only (Longman Boylu, Y., Pelit, E., & Güçer, 2017). Inspirational motivation significantly predicted affective, continuance and normative commitment. However, employee participation does not moderate the relationship between transformational leadership and affective commitment, continuance and normative commitment.

# **Table 23: Showing whether being visible in classrooms and all corners influence teachers job performance**

| **Response** | **Frequency** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- |
| Strongly Disagree | 6 | 6.0 | 6.0 |
| Disagree | 13 | 13.0 | 19.0 |
| Not Sure | 6 | 6.0 | 25.0 |
| Agree | 62 | 62.0 | 87.0 |
| Strongly Agree | 13 | 13.0 | 100.0 |
| **Total** | **100** | **100.0** |  |

**Source: Field Data, 2020**

It is established that being visible in classrooms and all corners influence teachers job performance as agreed by 62% of the respondents. Idealized influence or charisma is the first element which involves demonstrating behavior such as serving as a role model, setting high standards of moral values, communicating the importance of a collective sense of vision and sacrificing for the benefit of the group. Here, managers are exemplary role models for associates. Idealized influence means leader’s determining institutions' vision and mission by incorporating the followers to the process (Barbuto, 2015).

**Table 24: Showing whether there is a relationship between individual influence on job performance of teachers**

| **Correlations** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Giving teachers personal attention influence their performance | Understanding teachers individual differences influence their job performance | Making teachers feel valued influence their performance | Being interested in academic issues and talking to teachers influence their performance | Being visible in classrooms and all corners influence teachers job performance |
| Giving teachers personal attention influence their performance | Pearson Correlation | 1 | .877\*\* | .905\*\* | .889\*\* | .949\*\* |
| Sig. (2-tailed) |  | .000 | .000 | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Understanding teachers individual differences influence their job performance | Pearson Correlation | .877\*\* | 1 | .928\*\* | .950\*\* | .927\*\* |
| Sig. (2-tailed) | .000 |  | .000 | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Making teachers feel valued influence their performance | Pearson Correlation | .905\*\* | .928\*\* | 1 | .952\*\* | .920\*\* |
| Sig. (2-tailed) | .000 | .000 |  | .000 | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Being interested in academic issues and talking to teachers influence their performance | Pearson Correlation | .889\*\* | .950\*\* | .952\*\* | 1 | .934\*\* |
| Sig. (2-tailed) | .000 | .000 | .000 |  | .000 |
| N | 100 | 100 | 100 | 100 | 100 |
| Being visible in classrooms and all corners influence teachers job performance | Pearson Correlation | .949\*\* | .927\*\* | .920\*\* | .934\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 |  |
| N | 100 | 100 | 100 | 100 | 100 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | |  |  |  |  |

**Source: Field Data, 2020**

Field evidence showed that there was a relationship between individual influences on job performance of teachers as at (r=.949\*\*, p<0.01). The signifies that when schools don’t have the qualities like personal attention, individual differences, feeling valued, interested in academic issues and talking to teachers and visibility in classrooms, there is higher chances that teachers can attend, become punctual, increase their time of work.

# **CHAPTER FIVE**

# **DISCUSSION,** **SUMMARY, CONCLUSION AND RECOMMENDATIONS OF FINDINGS**

## **5.0 Introduction**

This chapter presents discussion of the study, summary, conclusion and recommendations of findings and compared with other scholars views. The discussion follows the headings in accordance with the three research objectives of the study as: to assess the intellectual stimulation on teacher’s performance in schools of Busongora North, Kasese district, to examine the of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district and to examine the individual influence on job performance of teachers in schools of Busongora North, Kasese district. This is done to point out the differences between and the field findings and to highlight way forward towards best practices.

# **5.1 Discussion of Findings**

The research first analyzed demographic characteristics of respondents who were 100 while males were 69% compared to females who were 31% and other characteristics like age, marital status were tackled. Also, study went ahead and analyzed the three objectives while showing the highest percentages and lowest and making conclusions on each point of analysis.

# **5.2 Summary of the study findings**

# **5.2.1 The effect of intellectual stimulation on teacher’s performance in schools of Busongora North, Kasese district**

Majority 52% agreed that thereis a positive effect of teamwork on teacher’s performance though few respondents indicated by 9% disagreed. Also, 36% agreed that intellectual’s stimulation; trust positively affects job performance of teachers though 11% strongly disagreed. Furthermore 58% said intellectual stimulation influences a sense of ownership which affects job performance of teachers while 7% strongly disagreed. In addition, field findings showed that transparency and accountability affect job performance of teachers agreed by 49% of the respondents while 2% did not have any option. Lastly, 63% indicated that intellectual stimulation improves experience and skills affect job performance of teachers though 3% of the respondents did not agree.

# **5.2.2 The effect of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district**

Majority of the respondents 36% strongly agreed that inspiration motivation results into clear communications which inspire teachers to perform although 8% did not agree. Also, 66% said that teacher commitment is an internal force that derives teachers to invest more time and energy in keeping up involvement in the school. Further, peaceful atmosphere inspire teachers performance as it is revealed by majority 49% though 7% did not agree. Field findings indicated that considering teachers needs inspire teacher’s performance and it was established by 63% of the respondents. Finally 42% strongly agreed that treating teachers as respectful members inspire performance and 11% strongly disagreed.

# **5.2.3 The impact of individual influence on job performance of teachers in schools of Busongora North, Kasese district**

Respondents 59% agreed that individual influencegive teachers personal attention that also influences their performance while few respondents 4% strongly disagree. While understanding teachers individual differences influence their job performance and this was highly agreed by 49% of the respondents. Further research indicated that making teachers feel valued influence their performance as it was agreed by 63% of the respondents and 3% disagreed with the idea. Research findings indicated by 62% agreed that being interested in academic issues and talking to teachers influence teachers performance. It is established that being visible in classrooms and all corners influence teacher’s job performance as agreed by 62% of the respondents.

# **5.3 Conclusion**

Intellectual stimulation affects teacher’s performance in schools. It is evident that teamwork, Trust, Sense of ownership, Transparency and accountability and experience and skills improve teacher’s motivation to teach, attend classes and participate in daily duty activities.

There is a significant effect inspiration motivation on job performance of teachers in school. It is significant that if there is no clear communication, commitment, peaceful atmosphere and teacher’s needs, there is a higher chance that teachers become absent, may not teach standard work to learners and this leads to poor performance of teachers and learners.

Furthermore, individual influences affect job performance of teachers. When school administration does not have the qualities like personal attention, individual differences, feeling valued, interested in academic issues and talking to teachers and visibility in classrooms, there is higher chances that teachers can attend, become punctual, increase their time of work.

# **5.4 Recommendations**

Based on the above conclusions, the following recommendations were forwarded by researcher to improve the head teacher leadership styles which are associated with teachers’ job performance in selected primary schools of Busongora North, Kasese district. Based on the implications of the findings, the following recommendations were made:

The head teachers of primary schools in particular can be encouraged to use democratic leadership style in the leading of primary schools since most of head teachers would improve job performance of their teachers by becoming more collaborative and democratic.

School head teachers should avoid much use of autocratic leadership style in the leading of primary schools. School head teachers should avoid the use of autocratic style of leadership in the leading of schools as it does not allow teachers to give off their best. Need for school leaders to share their vision with other stakeholders in the school as this improve primary teachers’ levels of job performance. They should be able to communicate the vision to the staff of what their schools should become

Educational authorities based on district education offices were supposed to develop strategies to deal with those teachers who experience less job performance in order to reduce ineffective among teachers.

Regional and district education office are advised to provide communication skill trainings for school head teachers on the effects of communication and on how to communicate with teaching staffs to enhance their performance.

Regional and district education office should recognize the major duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both head teachers and teachers so as to be well equipped with new skills and knowledge needed to perform the delegated school tasks.

Adoption of leadership strategies by the schools’ heads such as participative style of leadership that creates conducive environment which will help in improving primary school teachers’ levels of job performance

While one can delegate duties, one cannot delegate responsibilities. One remains accountable. It is therefore recommended that school leaders, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers. The school heads should know that they are accountable for every action and thus the need to monitor school progress and performance.

# **5.5 Suggestions for further Studies**

More studies were required to a wider coverage for the matter relating to leadership and job performance. A researcher suggests the following area for the coming studies. These include:-

i. An assessment of headmaster’ leadership styles on teacher’s job performance in secondary schools in Uganda.

ii. An assessment of principles’ leadership styles on teacher’s job performance in educational colleges in Uganda.

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# **APPENDICES**

# **APPENDIX A: QUESTIONNAIRE TOOL FOR THE TEACHERS**

Dear respondent, I am **KABUGHO EVANGRINE BAZWA** carrying out aresearch which is intended to investigate the ***impact of transformational leadership on job performance of teachers in schools; a case study of Busongora North, Kasese District In Uganda***. This study is part of the requirement for the Masters degree in Education planning and management at Nkumba University (NU).The findings will be used mainly for academic purposes and possibly your management might find it useful in motivating staff. Your response will be treated with absolute confidentiality so please be as honest as possible.

**SECTION A: Background Information**

**Read and complete this section by ticking or circling the right option**

1. School……………………………………………………………………………………

2. Gender

(a).Male(b).Female

3. Age

(a). Below 20 year (b). 21 – 30years (c). 31 – 40years

(d). 41– 50years (e). 50 years and above

4. Which subjects do you teach?

(a) English (b) SST (c) Maths (d) Science

5. How long have you worked with the above stated school?

(a) 0-5 years (b) 6-10years (c) 11-15 years (d) Over 15 years

**SECTION B: What are the effects of intellectual stimulation on job performance of teachers in schools of Busongora North, Kasese district?**

For this section please indicate the degree to which you agree to the statements in scale provided

1 = Strongly Disagree 2 = Disagree 3 = Not Sure 4 = Agree 5 = Strongly Agree

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Question** | **1** | **2** | **3** | **4** | **5** |
| 1 | There is a positive effect of teamwork on teachers performance |  |  |  |  |  |
| 2 | Trust positively affect job performance of teachers |  |  |  |  |  |
| 3 | Sense of ownership affect job performance of teachers |  |  |  |  |  |
| 4 | Transparency and accountability affect job performance of teachers |  |  |  |  |  |
| 5 | Improved experience and skills affect job performance of teachers |  |  |  |  |  |

What are the effects of intellectual stimulation on job performance of teachers in schools of Busongora North, Kasese district?

………………………………………………………………………………………………………………………………………………………………………………………………

**SECTION C: What are the effects of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Question** | **1** | **2** | **3** | **4** | **5** |
| 1 | Clear communication inspire teachers to perform |  |  |  |  |  |
| 2 | Commitment inspire teachers performance |  |  |  |  |  |
| 3 | Peaceful atmosphere inspire teachers performance |  |  |  |  |  |
| 4 | Considering teachers needs inspire teachers performance |  |  |  |  |  |
| 5 | Treating teachers as respectful members inspire performance |  |  |  |  |  |

What are the effects of inspiration motivation on job performance of teachers in school of Busongora North, Kasese District?

………………………………………………………………………………………………………………………………………………………………………………………………

**SECTION D: What are the impacts of individual influence on job performance of teachers in schools of Busongora North, Kasese district?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1 | Giving teachers personal attention influence their performance |  |  |  |  |  |
| 2 | Understanding teachers individual differences influence their job performance |  |  |  |  |  |
| 3 | Making teachers feel valued influence their performance |  |  |  |  |  |
| 4 | Being interested in academic issues and talking to teachers influence their performance |  |  |  |  |  |
| 5 | Being visible in classrooms and all corners influence teachers job performance |  |  |  |  |  |

What are the impacts of individual influence on job performance of teachers in schools of Busongora North, Kasese district?

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Thanks a lot for your consideration.

# **APPENDIX B: Interview Guide for senior women and men, head teachers, Heads of departments and Sports teachers**

1. School………………………………………………………………………………
2. Post held
3. Gender
4. Age
5. Level of education
6. Which subjects do you teach?
7. How long have you worked with the above stated school?

**SECTION B: What are the effects of intellectual stimulation on job performance of teachers in schools of Busongora North, Kasese district?**

1. Are there effects of intellectual stimulation on job performance of teachers in your school?
2. If yes, what are the effects of intellectual stimulation on job performance of teachers in your school?

**SECTION C: What are the effects of inspiration motivation on job performance of teachers in school of Busongora North, Kasese district?**

1. Are there effects of inspiration motivation on job performance of teachers in your school?
2. If yes, what are the effects of inspiration motivation on job performance of teachers in your school?

**SECTION D: What are the impacts of individual influence on job performance of teachers in schools of Busongora North, Kasese district?**

1. Are there impacts of individual influence on job performance of teachers in your school?
2. If yes, what are the impacts of individual influence on job performance of teachers in your school?

**Thanks a lot for your consideration.**