

Comparative Relationship Between Headteachers' Leadership Style and Teachers' Service Engagement among Government Secondary Schools in Mitooma District, Uganda

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Abstract

This study investigated the relationship between leadership style and service engagement of teachers in government aided secondary schools, and to establish the relationship between laissez-faire leadership style and work engagement of teachers in government aided secondary schools in Mitooma District in Uganda. The study adopted a cross-sectional research design on a sample of 102 teachers and six head teachers from a total population of 293, including 280 teachers and 13 head teachers, respectively. A mixed method was used. Data were collected using a self-administered questionnaire and an interview guide. Quantitative data were analysed using descriptive statistics, namely frequencies, percentages, and means, and inferential analyses in terms of correlation and regression analyses using SPSS software version 27, while qualitative data were analysed by first transcribing the interview results into text, coding sub-themes and themes were also carried out based on the research objectives. The findings revealed that there is a positive significant relationship between transformational and laissez-faire leadership and work engagement of teachers among others. It was concluded that transformational leadership style is essential for work engagement of teachers, transactional leadership style is not imperative for work engagement of teachers, and laissez-faire leadership style is critical for work engagement of teachers. The study recommends that head teachers should make effort to provide a transformational leadership style to promote work engagement of teachers, head teachers should minimize use of transactional leadership style to work engagement of teachers, and head teachers should be flexible to give freedom to teachers by practicing some laissez-faire leadership to promote work engagement of teachers.

Key Words: Head -Teacher, Leadership Style, Service Engagement

Introduction

An organization's general operation, particularly that of educational institutions, is greatly influenced by its leadership. The leadership philosophies of secondary school head teachers have a significant influence on how engaged teachers are at work, which in turn affects the caliber of instruction and learning. The actions and tactics used by leaders to manage, inspire, and influence their teams are referred to as leadership styles. As school leaders, head teachers are in charge of establishing an atmosphere that encourages teacher engagement and job satisfaction, both of which improve student results (Northouse, 2022).

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Education is a tool for giving people in society the abilities, pertinent information, and survival behaviours they need in a world that is constantly changing. Accordingly, education has been embraced by all nations as a tool for national development (Pang, 2013). Therefore, given its total importance to school achievement and the socioeconomic growth of any nation, worries for enhanced secondary school performance are becoming harder to ignore (Chua & Mosha, 2015). Teachers are essential to the efficient operation of secondary schools. However, the necessity of giving all children access to highly engaged teachers has been a recurrent issue in discussions about education in recent years (Klassen, Yerdelen & Durksen, 2013). Therefore, this study sought to establish those factors that relate to work engagement of teachers, particularly looking at leadership styles of head teachers.

Relationship between Transformational Leadership Style and Work Engagement

Various researchers have explored the connection between transformational leadership and work engagement. Amor, Vázquez, and Faiña (2020) examined how structural empowerment mediates the positive link between transformational leadership and work engagement among employees in the tourism industry in Galicia, northwest Spain. Their findings indicated a significant relationship between transformational leadership and work engagement. Bezuidenhout and Schultz (2013) aimed to explore the connection between transformational leadership and employee engagement at a mine in South Africa's North West Province. Their results indicated a clear relationship between transformational leadership and employee engagement, suggesting that both should be viewed comprehensively. Nielsen and Cleal (2021) carried out a longitudinal study in Scandinavian countries, demonstrating that transformational leadership plays a crucial role in boosting employee engagement by fostering a sense of purpose and empowerment. Their research showed that transformational leaders, through goal-setting and providing support, improve employees' energy, dedication, and focus in their work. In a similar study conducted by Bonsu and Twum-Danso (2022) in Ghana's banking sector, it was found that transformational leadership directly and positively influenced employee engagement. The study emphasized the significance of leader behaviors like inspiring a common vision and offering individualized support, which boosted employees' emotional commitment and dedication to their work. This is consistent with Schaufeli's (2022) findings, which suggested that transformational leaders create psychological safety and trust, allowing employees to reach their full potential. In educational environments, Parker and Gibb (2023) investigated how transformational leadership impacts teacher engagement in secondary schools in the UK. Their study revealed that transformational leadership improved teachers' work engagement by fostering a positive school culture that promotes professional growth and collaboration. Teachers who experienced transformational leadership reported increased dedication and enthusiasm toward their teaching responsibilities.

In their study, Breevaart et al. (2014) explored the impact of leadership behaviors on the daily work engagement of naval cadets at a Norwegian Military University College. The results indicated that transformational leadership fostered a more supportive work environment, enhancing autonomy and leading to increased work engagement. Similarly, Gautam and Enslin (2019) investigated the connection between transformational leadership and employee work engagement in South Africa's automotive retail sector. Their findings demonstrated a significant positive relationship between transformational leadership and employee engagement. Additionally, Ghadi et al. (2013) studied how transformational leadership affects work engagement, focusing on the mediating role of work meaning among full-time employees in Australia. They found that the transformational leadership style impacted followers' work engagement attributes, though the direct relationship was partially mediated by employees' perceptions of meaning in their work. In this context, Gözükar and Şimşek (2015) investigated the impact of transformational leadership on the work engagement of academicians in a Turkish private non-profit university, focusing on job autonomy. Their results indicated that transformational leadership positively and significantly influenced work engagement. Similarly, Hayati, Charkhabi, and Naami (2014) explored the effects of transformational leadership and its components on work engagement among hospital nurses. Their findings revealed that the transformational leadership style had a significant positive effect on work engagement. Additionally, the study showed that transformational leaders conveyed their enthusiasm and empowerment to their subordinates through modeling and enhancing their power, which are key aspects of work engagement. The idealized influence of these leaders fostered a specific belief among employees towards them, allowing leaders to effectively share their inspirational motivation. This process contributed to a positive vision, as leaders set high standards that challenged employees while instilling enthusiasm and optimism for achieving success in their work. Mansor, Mun, Farhana, and Tarmizi (2017) examined how transformational leadership style affects employee engagement among workers in the Selangor and Klang Valley regions of Malaysia. Their findings revealed a significant relationship between the dimensions of intellectual stimulation, inspirational motivation, and individualized consideration with employee engagement. In contrast, Pieterse-Landman (2012) sought to explore the connections among perceived leader behavior, employee engagement, job characteristics, and employees' intentions to quit by testing a conceptual model based on existing literature in South Africa. The results demonstrated significant positive relationships between transformational leadership and employee engagement, the motivating potential of a job and employee engagement, as well as transformational leadership and the motivating potential of a job.

Research Design

The study utilized a cross-sectional research design to gather data about the situation at a specific moment. Conducting the study at a single point in time enabled the analysis of multiple variables simultaneously and facilitated an examination of the prevalence of the research problem within the study population (Setia, 2016). The cross-sectional design was selected because it allowed collection of data using multiple tools including a questionnaire which helped to collect data examining association between variables (Al Kindy, Shah & Jusoh, 2016). The study employed both quantitative and qualitative methods. The quantitative approach was used to test hypotheses and make statistical

inferences, while the qualitative approach enhanced the quantitative data by offering more detailed insights. As a result, the researcher could make statistical inferences and conduct a thorough analysis. The population for this study consisted of 293 individuals, including 280 teachers and 13 head teachers (Education Officer Report, 2021). The teachers' population supplied quantitative data for the questionnaire survey, while the head teachers contributed qualitative data to enhance the quantitative findings. The sample for the questionnaire survey comprised 102 teachers, as determined by the Table for Small Sample Technique developed by Krejcie and Morgan (1970) (see Appendix A). Additionally, 13 head teachers contributed interview data. The sample size for each respondent category was established using proportionate sampling. The sample was chosen using two methods: simple random sampling and purposive sampling. Simple random sampling was employed to select teachers, where each individual was randomly chosen based on a sampling frame that included the names of participating teachers. This method was preferred because it allows for the generalizability of the findings (Fricker, 2017). Only teachers were selected through simple random sampling. In contrast, head teachers were chosen using purposive sampling. This method focused on selecting specific individuals to provide detailed insights, given that the study was both quantitative and qualitative (Ames, Glenton & Lewin, 2019). Purposive sampling enabled the researcher to select a small number of rich cases that offered in-depth information and understanding of the phenomenon of interest. The individuals chosen through purposive sampling were head teachers. Data collection instruments are tools used to gather data for research, evaluation, or assessment purposes. A self-administered questionnaire, serving as a quantitative data collection tool, was employed to gather information from teachers. The questionnaire featured closed-ended questions, making it easy to administer, code, and analyze. This format also facilitated comparisons and quantification, and it was more likely to yield fully completed responses while minimizing irrelevant answers (McIntosh, Bloch & Seale, 2011). The questionnaire comprised two sections: section (A) focused on background characteristics and included nominal questions with appropriate response options. Section (B) utilized a five-point Likert scale ranging from 1 to 5. This instrument was effective in collecting quantitative data. An interview guide served as a face-to-face data collection tool. Interviews were conducted with headteachers, as they could provide insights into teachers' work engagement. The interview format used was a standardized open-ended design, which encouraged participants to share detailed information through probing follow-up questions. Interviews offer in-depth insights into participants' experiences and perspectives on a specific topic (McIntosh & Morse, 2015). The qualitative analysis derived from these interviews enhanced the interpretation of the survey data. Conducting interviews was beneficial as it resulted in comprehensive responses, allowing respondents to provide the in-depth information necessary for thorough exploration and clarity.

To gather data, the researcher received a letter from the Institutional Research and Ethics Committee, which granted permission to begin the data collection after the proposal was reviewed and deemed compliant with research ethics. The researcher then presented this letter to the headteachers, who, through another letter, introduced the researcher to the teachers. Data collection was assisted by research assistants who were teachers not currently working at the schools where the data was collected. The researcher conducted the interviews personally, recording the responses during the data collection process. The researcher ensured the content validity of the instruments by confirming that the items related to the main variables (both independent and dependent) aligned with the study's conceptual framework (see Figure 1.1). Feedback from the supervisors was obtained regarding the relevance, wording, and clarity of the items, leading to the validation of the question items. This validation process focused on the clarity, completeness, and relevance of the questions concerning the study constructs (Mohajan, 2017). To determine the content validity index, inter-judge assessments were conducted with the assistance of two research consultants. Each judge rated the items on a two-point scale of Relevant (R) and Irrelevant (IR), which was used to calculate the average index (CVI). Items deemed irrelevant were either removed or replaced with appropriate alternatives. The reliability of the instrument was established by ensuring consistency among the items for the different constructs. For the interview guide, reliability was achieved by meeting the criteria of credibility, transferability, dependability, and conformability. Credibility ensures that the research findings accurately reflect the information from the participants, while transferability involves capturing respondents' experiences in their contexts so that the findings can be relevant in other settings (Elo et al., 2014). Dependability ensures that the results are substantiated by data collected from study participants, and conformability guarantees that interpretations are clearly based on the respondents' data (Nowell, Norris, White & Moules, 2017). For the quantitative data, the consistency and dependability of the questionnaire were assessed using Cronbach's Alpha (α) calculated with SPSS. A Cronbach's Alpha value closer to 1 indicates higher reliability. Only constructs with Cronbach's Alpha above 0.70 were considered reliable (Souza, Alexandre, & Guirardello, 2017). Thus, Cronbach's Alpha confirmed the reliability of the self-administered questionnaire.

Discussion of Results

The results of the study are described below:

Relationship Between Head Teachers' Transformational Leadership Style and Work Engagement of Teachers in Secondary Schools in Mitooma District.

The first objective of the study was to determine the relationship between head teachers' transformational leadership style and teachers' work engagement in secondary schools in Mitooma District. The hypothesis generated from this objective posited that a significant relationship exists between head teachers' transformational leadership style and teachers' work engagement. The results supported this hypothesis, indicating that head teachers' transformational leadership style is significantly related to teachers' work engagement. This finding aligns with the research of

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Amor et al. (2020), which also identified a connection between transformational leadership and work engagement. Additionally, it is consistent with Bezuidenhout and Schultz (2013), who reported that transformational leadership style and employee engagement are interrelated and should be viewed together.

The study's findings align with those of Breevaart et al. (2014), who found that transformational leadership fosters a more supportive work environment, characterized by greater autonomy, which enhances work engagement. Additionally, Gautam and Enslin (2019) noted a significant positive relationship between transformational leadership and employee work engagement. Similarly, Ghadi et al. (2013) demonstrated that transformational leadership style impacts followers' work engagement attributes. Furthermore, Gözükar and Şimşek (2015) reported a significant positive effect of transformational leadership on work engagement. Additionally, the findings align with those of Hayati et al. (2014), who indicated that transformational leadership style positively impacts work engagement. Transformational leaders convey their enthusiasm and empowerment to their subordinates by modeling behaviors and enhancing the elements of work engagement among employees. Mansor et al. (2017) also identified a significant relationship between the aspects of intellectual stimulation, inspirational motivation, and individualized consideration concerning employee engagement. Likewise, Pieterse-Landman (2012) discovered a significant positive relationship between transformational leadership and employee engagement. Given that this study's findings are consistent with previous research, it can be concluded that transformational leadership positively and significantly correlates with teachers' work engagement.

Descriptive Results on Work Engagement of Teachers

Work engagement of teachers was studied as a multi-dimensional construct involving work absorption, dedication and vigour. Each construct was studied independently and the results on the same follow.

Work Absorption

Absorption was conceived as the first aspect of work engagement of teachers. The concept was studied using six items. The results on the same follow in Table 5.

Table 1: Descriptive Statistics for Absorption

Absorption	SD	D	N	A	SA	Mean
Time flies when I am working on my job assignments in this school	33 (32.4%)	44 (43.1%)	13 (12.7%)	8 (7.8%)	4 (3.9%)	2.06
When I am working on my job assignments in this school, I forget everything else around me	13 (12.7%)	37 (36.3%)	33 (32.4%)	19 (18.6%)	-	2.57
I feel happy when I am working intensely on my job assignments in this school	5 (4.9%)	27 (26.5%)	29 (28.4%)	38 (37.3%)	3 (2.9%)	3.07
I am immersed in my work in this school	6 (5.9%)	21 (20.6%)	31 (30.4%)	29 (28.4%)	15 (14.7%)	3.25
I get carried away when I am working on my assignments in this school	11 (10.8%)	18 (17.6%)	32 (31.4%)	35 (34.3%)	6 (5.9%)	3.07
It is difficult to detach myself from my job in this school	6 (5.9%)	20 (19.6%)	18 (17.6%)	51 (50.0%)	7 (6.9%)	3.32

The results in Table 5 as to whether time moved quickly when the teachers were working on their job assignments in the schools, cumulatively, the majority percentage (75.0%) disagreed, while 11.7% agreed, and 12.7% were neutral. The low mean = 2.06, close to code two, which on the scale used corresponded with disagreed, suggested that largely slowly when working on their assignments. When working on their job assignments in the schools, teachers forget everything else around them; the larger percentage (49.0%) disagreed, while 32.4% were neutral and 18.6% agreed. The low mean = 2.57 suggested that, to a lesser extent, when working on their job assignments in the schools, teachers forget everything else around them. Concerning whether teachers were immersed in their work in the schools, cumulatively the larger percentage (43.1%) agreed, while 30.4% were neutral and 26.5% disagreed. The mean = 3.25 suggested that teachers were immersed in their work in the schools. Regarding whether teachers got carried away when working on their assignments in the schools, cumulatively, the larger percentage (40.2%) agreed, while 20.0% were neutral and 28.4% disagreed. The mean = 3.07 meant that teachers got carried away when working on their assignments in the schools. As to whether teachers willingly gave time to help colleagues who had work-related challenges, cumulatively the majority percentage (56.9%) agreed with 25.5% disagreeing, and 17.6% were neutral. The mean = 3.32 suggested that neutral teachers would find it difficult to detach themselves from their job in the schools. To find out if the results on the absorption of teachers were normally distributed, the researcher calculated an average index for the six items measuring the same. The histogram 2 indicates the overall index.

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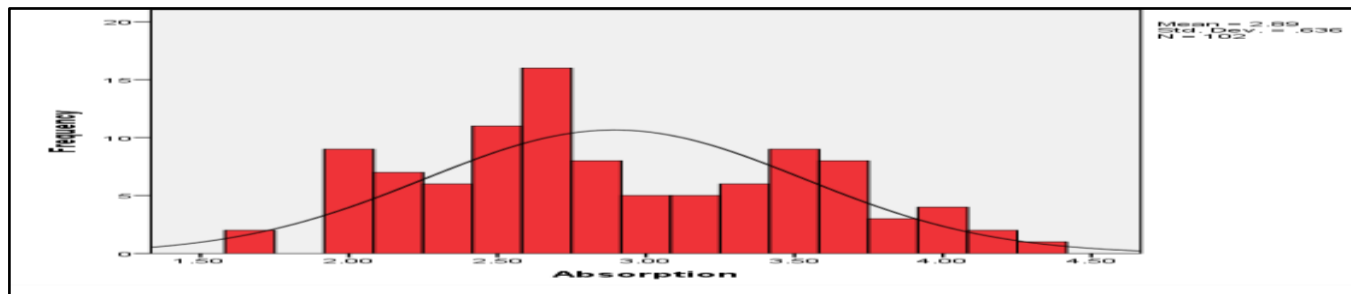


Figure 1: Histogram for Absorption

The results in Figure 2 indicate a mean = 2.89, which suggests that teachers' absorption was moderate. The low standard deviation (0.636) and the normal curve suggested that the responses were normally distributed. To explore whether the views held by the teachers on their absorption into work were what the head teachers perceived of them, in the interviews, the head teachers were asked to give their comments on the absorption into work of teachers in the schools. Several related responses were given on the same. One head teacher stated, "The large number of teachers shows absorption to work when they are expected to work. They show high commitment, and it is that which has helped the schools to improve their performance and continue to grow." In agreement with the above, another head teacher stated; In this school, most teachers show a commitment to work and, much of the time, are wholly involved in the activities of the school, such as extracurricular activities and teaching, including teaching outside the normal teaching hours. I am satisfied with the commitment teachers show to their work.

In relation to the above, another head teacher remarked; Largely, a good number of teachers shows commitment to work and are always absorbed in their work when at school. The larger number of teachers put in a lot of effort and most of the time many works even when they are not supervised. The only challenge is that the remuneration to them is low which forces to engage in different activities for survival which takes away some of the time they would be committing to the school.

The qualitative views above suggest that teachers were absorbed into their work. This finding concurs with the descriptive statistic results which indicated that absorption into work was good.

Dedication

Dedication was conceived as the second aspect of work engagement of teachers. The concept was studied using five items. The results on the same follow in Table 6.

Table 2: Descriptive Statistics for Dedication

Dedication	SD	D	N	A	SA	Mean
I find the work that I do in this school full of meaning and purpose	16 (15.7%)	25 (24.5%)	36 (35.3%)	20 (19.6%)	5 (4.9%)	2.74
I am enthusiastic about my job in this school	8 (7.8%)	23 (22.5%)	26 (25.5%)	34 (33.3%)	11 (10.8%)	3.17
My job in this school inspires me	6 (5.9%)	11 (10.8%)	31 (30.4%)	44 (43.1%)	10 (9.8%)	3.40
I am proud of the work that I do in this school	9 (8.8%)	16 (15.7%)	26 (25.5%)	42 (41.2%)	9 (8.8%)	3.25
To me, my job in this school is challenging	5 (4.9%)	20 (19.6%)	12 (11.8%)	53 (52.0%)	12 (11.8%)	3.46

The results in Table 6 as to whether teachers found the work that they did in the schools full of meaning and purpose, cumulatively the majority percentage (40.2%) disagreed while 35.3% were neutral and 24.5% agreed. The low mean = 2.74 close to code three which on the scale used corresponded with were neutral suggested that neutrally, teachers found the work that they did in the schools full of meaning and purpose. As whether teachers were enthusiastic about their jobs in the schools, the larger percentage (49.0%) disagreed while 32.4% were neutral and 18.6% agreed. The mean = 3.17 suggested that teachers were neutrally enthusiastic about their jobs in the schools. With respect to whether teachers were inspired by their jobs in the schools, cumulatively the larger percentage (52.9%) agreed while 30.4% were neutral and 16.7% disagreed. The mean = 3.40 suggested that, teachers were inspired by their jobs in the schools. Regarding whether teachers were proud of the work that they did in the schools, cumulatively the majority percentage (50.0%) agreed while 25.5% were neutral and 24.4% disagreed. The mean = 3.25 meant that, teachers were proud of the work that they did in the schools. As to whether teachers found their jobs challenging, cumulatively the majority percentage (63.8%) agreed with 24.5% disagreeing and 11.8% were neutral. The mean = 3.32 neutrally teachers found their jobs

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challenging. To establish how the teachers rated their dedication of teachers and whether the results were normally distributed, the researcher calculated an average index for the five items measuring the same. The histogram Figure 3 indicates the overall index.

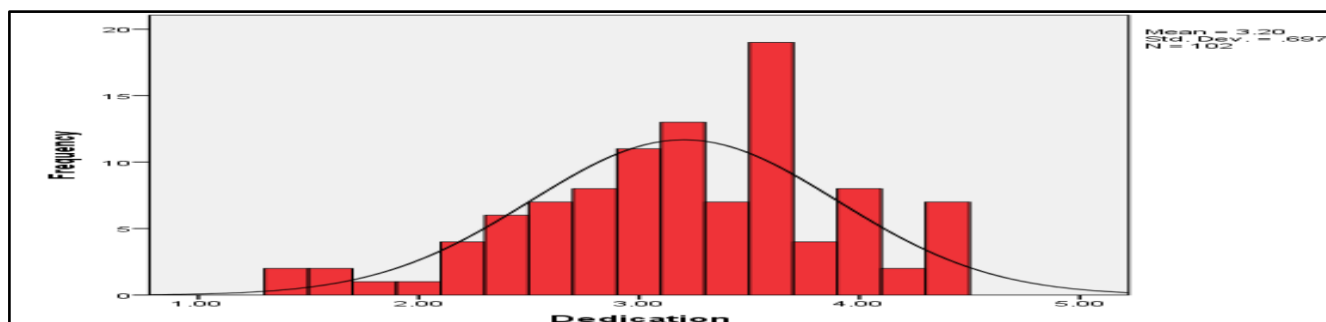


Figure 2: Histogram for Dedication

The results in Figure 3 indicate mean = 3.20 which suggest that teachers absorption was moderate. The low standard deviation (0.697) and the norm curve suggested that the responses were normally distributed. To find out whether the responses of the teachers on their dedication to work were similar to what head teachers perceived of them, in the interviews where the head teachers were asked to give their assessment of dedication of teachers to work. The head teachers gave a number of related responses indicating that dedication of teachers was good. One of the head teachers said; Teachers are dedicated to their work and work had to ensure that the school succeeds. Teachers show the desire to work including working overtime for free. Most teachers are always in the school carrying out school work. In relation to the above, another head teacher said; My teachers are dedicated to their work except for a few who are interested in part-timing in different schools. Nonetheless, teachers show dedication to work. This can be seen from the zeal the teachers put when there are activities that require their input and self-sacrifice. Teachers put effort in their work. Further, another head teacher stated; "Teachers show dedication to teaching and progress of the students. Majority of teachers show high dedication when carrying out their activities. The teachers show that they are devoted to teaching." The results above show that dedication of the teachers was good. This finding is closely in agreement with the descriptive statistics results which revealed that good; they were dedicated to the schools.

Vigour

Vigour was conceived as the third aspect of work engagement of teachers. The concept was studied using six items. The results on the same follow in Table 7.

Table 1: Descriptive Statistics for Vigour

Vigour	SD	D	N	A	SA	Mean
When at my work in this school I feel bursting with energy	15 (14.7%)	25 (24.5%)	23 (22.5%)	30 (29.4%)	9 (8.8%)	2.9
When at my job in this school I feel strong and vigorous	19 (18.6%)	35 (34.3%)	24 (23.5%)	21 (20.6%)	3 (2.9%)	2.5
When I get up in the morning I feel like going to work on my assignments in this school	7 (6.9%)	16 (15.7%)	29 (28.4%)	44 (43.1%)	6 (5.9%)	3.2
I can continue working for very long period at a time when I am on my job in this school	14 (13.7%)	11 (10.8%)	30 (29.4%)	37 (36.3%)	10 (9.8%)	3.1
At my job in this school I am very resilient mentally	8 (7.8%)	25 (24.5%)	13 (12.7%)	35 (34.3%)	21 (20.6%)	3.3
At my work in this school, I always persevere even when things do not go well	5 (4.9%)	20 (19.6%)	8 (7.8%)	50 (49.0%)	19 (18.6%)	3.5

The results in Table 7 as to whether when at work teachers felt bursting with energy, cumulatively the larger percentage (39.2%) agreed while another 39.2% disagreed and 22.5% were neutral. The mean = 2.93 close to code three which on the scale used corresponded with were neutral suggested that, when at work teachers felt bursting with energy. As whether when on their jobs working teachers felt strong and vigorous, the larger percentage (52.9%) disagreed while 23.5% were neutral and 23.5% agreed. The low mean = 2.55 suggested that to a lesser extent, when on their jobs working teachers felt strong and vigorous. With respect to whether when getting up in the morning teachers felt like going to work on their assignments in the schools, cumulatively the larger percentage (49.0%) agreed while 28.4% were neutral and 22.6% disagreed. The

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mean = 3.25 suggested that, when getting up in the morning teachers felt like going to work on their assignments in the schools. Regarding whether teachers could continue working for very long periods at the time when on their job in the schools, cumulatively the larger percentage (46.1%) agreed while 29.4% were neutral and 25.5% disagreed. The mean = 3.18 meant that, teachers could continue working for very long periods at the time when on their job in the schools. As to whether when at their jobs teachers were very resilient mentally, cumulatively the majority percentage (54.9%) agreed with 32.3% disagreeing and 12.7% were neutral. The mean = 3.35 meant that neutrally when at their jobs teachers were very resilient mentally. With respect to whether when at work teachers' work in the schools, teachers always persevered even when things do not go well, cumulatively the majority percentage (61.6%) agreed with 24.5% disagreeing and 7.8% were neutral. The high mean = 3.57 suggested that when at work teachers' work in the schools, teachers always persevered even when things do not go well. To establish how the teachers rated their vigour, and whether the results were normally distributed, the researcher calculated an average index for the six items measuring the same. The histogram Figure 4 indicates the overall index.

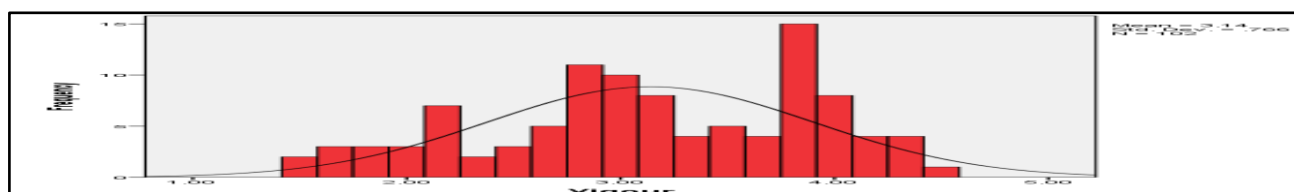


Figure 3: Histogram for Vigour

The results in Figure 4 indicate mean = 3.14 which suggest that teachers vigour was moderate. The low standard deviation (0.766) and the norm curve suggested that the responses were normally distributed. In the interviews with the head teachers about teachers' vigour, head teachers gave responses which were consistent with the results from the descriptive statistics from the responses of the teachers. One head teacher said; The level of vigour shown by teachers in this school is good. A good number of teachers follow up students by ensuring that they do what they are supposed to do and give extra time to teaching. I am satisfied with the level of classroom teaching in my school and reports I get from other head of departments and students attest to this Indeed. In relation to the above, another head teacher said; In this school, there are a number of teachers who show high energy when carrying out their work. The teachers ensure that students engage in school activities and follow the school routine programme. Teachers make roll calls, guide and counsel students. While there are some relaxed teachers, a good number work with enthusiasm and vigour. Further, another head teacher stated; "On average, teachers in this school show vigour when carrying out their work. Most teachers teach all their lessons, supervise students, manage discipline and effectively participate in co-curricular activities. Generally, most teachers do what they are supposed to do with vigour." The responses above suggest that largely, teachers showed vigour as they carried out their work. This finding largely concurs with the descriptive statistics which shows that the vigour of teachers was good.

Descriptive Results on Head teachers Leadership Styles

Head teachers' leadership styles were studied as a multi-dimensional concept involving transformational, transactional and laissez-faire leadership styles. Each concept was studied independently and the results on the same follow.

Work engagement of teachers Index

To test how overall the teachers rated their work engagement, an average index was created for three constructs of absorption (B1.1- B1.6), dedication (B2.1-B2.5) and vigour (B3.1- B3.6) (see Appendix 2). The histogram (Figure 5) presents the overall mean and displays the normality of the results.

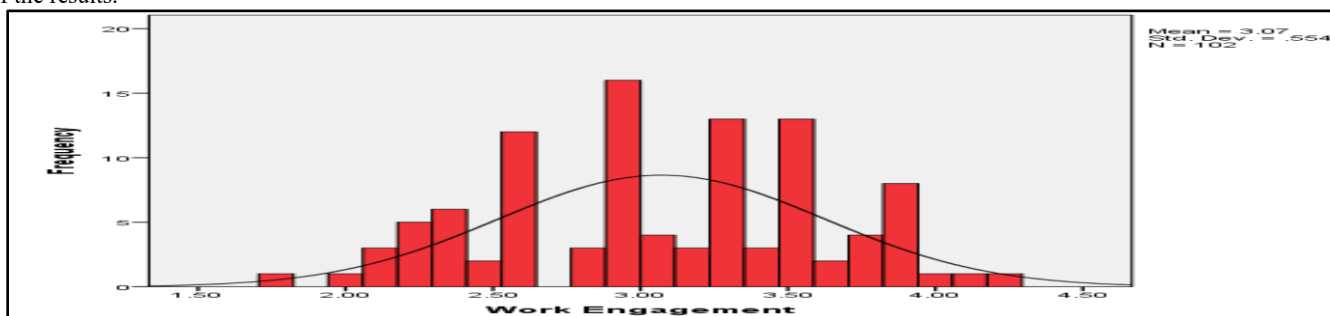


Figure 4: Histogram for Work Engagement of Teachers

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Figure 5 reveals mean = 3.07 which implied that work engagement of teachers was moderate. The low standard deviation = 0.554 implied that the results were normally distributed. Therefore, results obtained could be subjected to linear correlation and regression obtaining appropriate results.

Transformational Leadership Style

Transformational leadership style was considered as the first element of head teachers leadership styles. The concept was studied using 11 items. The results on the same follow in Table 8.

Table 2: Descriptive Statistics for Transformational Leadership

Transformational Leadership	SD	D	N	A	SA	Mean
My superiors instils pride in me	25 (24.5%)	29 (28.4%)	12 (11.8%)	34 (33.3%)	2 (2.0%)	2.60
My superiors focus on my strengths	3 (2.9%)	28 (27.5%)	40 (39.2%)	22 (21.6%)	9 (8.8%)	3.06
My superiors behave consistent with values	20 (19.6%)	13 (12.7%)	20 (19.6%)	34 (33.3%)	15 (14.7%)	3.11
My superiors treat me as a person	4 (3.9%)	27 (26.5%)	29 (28.4%)	32 (31.4%)	10 (9.8%)	3.17
My superiors talk about trusting each other	5 (4.9%)	22 (21.6%)	19 (18.6%)	40 (39.2%)	16 (15.7%)	3.39
My superiors talk enthusiastically about the future	4 (3.9%)	21 (20.6%)	12 (11.8%)	40 (39.2%)	25 (24.5%)	3.60
My superiors express confidence	4 (3.9%)	16 (15.7%)	21 (20.6%)	42 (41.2%)	19 (18.6%)	3.55
My superiors encourage staff to express ideas	4 (3.9%)	18 (17.6%)	19 (18.6%)	45 (44.1%)	16 (15.7%)	3.50
My superiors provide advice for development	3 (2.9%)	15 (14.7%)	20 (19.6%)	39 (38.2%)	25 (24.5%)	3.67
My superiors recognize my achievements	2 (2.0%)	15 (14.7%)	21 (20.6%)	47 (46.1%)	17 (16.7%)	3.61
My superiors assist basing on one's effort	6 (5.9%)	11 (10.8%)	15 (14.7%)	47 (46.1%)	23 (22.5%)	3.69

The results in Table 8 as to whether superiors instilled pride in teachers, cumulatively the larger percentage (52.9%) disagreed while 35.3% agreed and 11.8% were neutral. The low mean = 2.93 suggested that to a lesser extent superiors instilled pride in teachers. As whether superiors focussed on teacher strengths, the larger percentage (39.2%) were neutral while 30.4% agreed and another 30.4% agreed. The mean = 3.06 suggested that, superiors focussed on their strengths. With respect to whether superiors behaved consistent with values, cumulatively the larger percentage (48.0%) agreed while 32.3% disagreed and 19.6% were neutral. The mean = 3.11 suggested that, superiors behaved consistent with values. Regarding whether superiors treated teachers as persons, cumulatively the larger percentage (41.2%) agreed while 30.4% disagreed and 28.4% were neutral. The mean = 3.17 meant that, superiors treated teachers as persons. As to whether superiors talked about trusting each other, cumulatively the larger percentage (54.9%) agreed with 26.5% disagreeing and 18.6% were neutral. The mean = 3.39 meant that neutrally superiors talked about trusting each other. With respect to whether superiors talked enthusiastically about the future of teachers, cumulatively the larger percentage (53.7%) agreed with 24.5% disagreeing and 11.8% were neutral. The high mean = 3.60 suggested that superiors talked enthusiastically about the future of teachers.

As whether superiors expressed confidence, the larger percentage (59.8%) agreed while 20.6% were neutral and 19.6% disagreed. The high mean = 3.55 suggested that superiors expressed confidence. With respect to whether superiors encouraged staff to express ideas, cumulatively the larger percentage (59.8%) agreed while 21.5% disagreed and 18.6% were neutral. The high mean = 3.50 suggested that superiors encouraged staff to express ideas. With respect to whether superiors provided advice for development, cumulatively the majority percentage (62.7%) agreed with 19.6% neutrally agreeing and 17.6% disagreed. The high mean = 3.67 suggested superiors provided advice for development. Regarding whether superiors recognized teachers achievements, cumulatively the larger percentage (62.8%) agreed while 20.6% were neutral and 16.7% disagreed. The high mean = 3.161 meant that superiors recognized teachers achievements. As to whether superiors assisted basing on one's effort, cumulatively the larger percentage (68.6%) agreed with 16.7% disagreeing and 14.7% were neutral. The high mean = 3.69 meant that superiors assisted basing on one's effort. To establish how the teachers rated transformational leadership in the schools, and whether the results were normally distributed, the researcher calculated an average index for the 11 items measuring the same. The histogram Figure 6 indicates the overall index.

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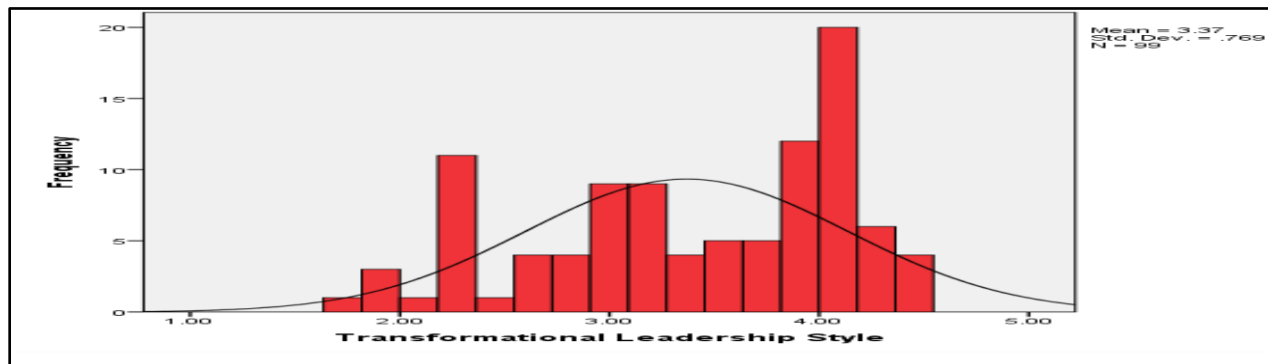


Figure 5: Histogram for Transformational Leadership

The results in Figure 6 indicate mean = 3.37 which suggest that transformational leadership was moderate. The low standard deviation (0.769) and the norm curve suggested that the responses were normally distributed. To find out whether head teachers practiced transformational leadership, in the interviews they were asked to tell how they inspired teachers to achieve the set objectives and goals of the schools. In their responses, one head teacher said; I make effort to mentor my teachers to improve their skills. However, due to lack of resources, I have not been able to provide training by organising workshops for the teachers. The school cannot afford to pay facilitators. Teachers are also delegated responsibilities which involve them in the running of the school. In relation to the above, another head teacher revealed that; I make sure that teachers participate in the various activities of the school. The teacher has an input in whatever is going to be implemented. There are different teachers committees that are involved in deciding whatever is to be done in the school. Such committees include the finance, welfare, infrastructure, discipline and academic committees besides others. This inspires teachers to be part and parcel of the school. Consistent with the above, another head teacher stated; I ensure that teachers freely air out there suggestions and concerns and work as an example. I have been allocated lessons and I make effort to ensure that I teach them. Still, I make sure that every decision in this school involves teachers. Still, with the limited resources of the school, I make effort to facilitate teachers such that they have morale to their work. The views above from the head teachers indicate that they made effort to practice transformational leadership. This finding is in close agreement with the descriptive statistics which showed that head teachers use of transformational leadership was good.

Conclusion

Based on the findings, it has been concluded that transformational leadership style is essential for work engagement of teachers. This is especially if superiors talk enthusiastically about the future, express confidence, encourage staff to express ideas, provide advice for development, recognize teachers' achievements and assist teachers basing on one's effort.

Recommendation

It has been recommended that the head teachers should make effort to provide transformational leadership style to promote work engagement of teachers. This should involve talking enthusiastically about the future, express confidence, encouraging staff to express ideas, providing advice for development, recognizing teachers' achievements and assisting teachers basing on one's effort.

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